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First Language (L1) Interference in EFL Learning

**A case study of third year middle school students at KUIDRI KADA
middle school in SIDI AHMED.**

*Dissertation submitted to the Department of English Language and
Literature as a partial fulfillment of the Requirement for the degree of Master
in Didactics of English.*

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Dedication

To My mother

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done for little

My father

For earning an honest living for us and for supporting me to believe in myself

Thank you for being always supported me fully and have made it possible for me to achieve my educational goals. Without them, this would not have been possible

To my lovely sisters and brother: omar,sarah,mouhamed and my second part ismahene

Thank you for being a big part in my life I love you all

Your affection, love, encouragement and prayers of day and night make me able to such success and honor

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I would like to thank every teacher since my early school days until now, who either taught me English or helped me have an ambitious spirit of everlasting learning

Abstract:

The present study presents a research review about the issue of first language interference in EFL learning, since many studies indicate that Arabic speaking learners of English as a foreign language tend to face difficulties in writing. the main goal of this research is to investigate weather there is a relationship between students' mother tongue (Arabic) and the grammatical errors they make in their essays, as well as identify and analyze the different types of grammatical errors committed by third tear middle school students at kuidri kada middle school.It is hypothesized that third year middle school students' writing is influenced by the Arabic language to the extent of committing a number of grammatical errors in their writing.to confirm this hypothesis, The research method adopted for this piece of work a questionnaire was administered to five (5) English middle school teachers from different middle schools. moreover, three (3) essays written by third year students were analyzed to expose the main grammatical errors types, in addition to classroom observation. The data that was gathered from both teachers' questionnaire and essays analysis revealed that third middle school students commit different types of grammatical errors and On the light of these results, the earlier stated hypothesis is successfully confirmed in that students' low achievement in writing is because of mother tongue interference (Arabic).hence, some suggestions and recommendations have been proposed to help students overcome their difficulties in order to become better writersl, and others to help teachers in their way of teaching the writing skill.

Key words: Interference, Arabic, English, Errors, students

List of abbreviations:

FL: Foreign language

CA: Contrastive analysis

EA: Error analysis

TL: Target language

NL: Native language

EFL: English as foreign language

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General Introduction

General introduction

General Introduction:

Learning a new language is not a simple task to accomplish easily because when we learn a new language, many interesting horizons of knowledge arise. The first language interference is one of them. It is commonly believed that the first language (L1) has an effect on the second language (L2) or foreign language especially when it comes to writing which requires a lot of efforts to be achieved. The difference between the two languages (a foreign language and a native language) makes the learner face a great difficulty in learning and applying foreign language rules. Here, it is believed that the learner try to use his mother tongue in learning a foreign language. However, speaking and writing ways differ from one language to another. That is why, applying first language rules to learn foreign language ones may make students commit different errors in their foreign language speaking or writing activities. As the case in this research which investigates the Arabic influence on English writing which could have many negative effects on students' writing.

Writing is an essential skill that should be developed among all EFL learners because it is very important especially for academic studies and researches, This research will explore the grammatical errors that first year middle school students commit in their writing in English. Investigating whether their mother tongue (Arabic) is the main reason for their grammatical errors or there are other reasons which should be taken into consideration too.

in addition to that, Actually learning a foreign language has been a growing need in the empire of the globalization, learners find themselves unable to express their thoughts and opinions freely and in an easy way. Because they express themselves best in their mother tongue in they also find a difficulty to learn and apply rules of some aspects of the language especially the rules that are related to the grammatical aspects.

Hence, most of EFL learners think in Arabic and write in English, therefore; during the learning process of a foreign language, learners face many difficulties with its learning, These difficulties are represented in a number of grammatical errors which mainly occur in their writing. Furthermore, this issue is because of divergences that exist between learner's mother tongue and the target language. Many studies have shown that when learners feel unable to apply the appropriate grammatical rules of the target language in their speech or writing, they usually tend to return to their native language rules. This is what has been called language transfer or mother tongue interference which is believed to be the main cause of foreign

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language learners' grammatical errors. Most of the time, a lot of students shift to the use of their mother tongue while they try to improve their skills using the foreign language, and that's why most of them always have mother tongue interference when trying to master the four macro skills: writing, reading, speaking and listening.

The best way for investigating the level of achievement of foreign language learners is to ask them either to speak or write in that language and to see to what extent do they rely on their mother tongue knowledge in learning that foreign or second language .

This research will focus on the writing skill to determine the level of interference of students' mother tongue in their English writings. This is due to the fact that most of them struggle with errors when they write in English. we can find out, through analyzing their speech or writing if they make errors in foreign language or not.

Thereby, During the process of the research, the main purpose of the investigation is to try to analyze and identify errors, and specially try to give significant proposals to help students to become skillful English writers by diagnosing the causes and sources of errors through conducting an error analysis study.moreover,The present study deals with the learners' mother tongue interference in their written products with the purpose of :

-Investigating the main reasons behind making grammatical errors in writing committed by third year middle school students at Kuidri Kada middle school in SIDI AHMED.

-Identifying, describing, and classifying the common grammatical errors that EFL learners make in their writing. it is not surprising that errors or mistakes are considered as part of learning the English language. Therefore, EFL teachers suffer from such problem and the most part of their tasks is to teach their student how to write and speak a foreign language correctly.

Furthermore, It is noticeable that many EFL learners struggle a lot if they were asked to speak or write in that foreign language .For that reason, it seems significant to conduct a research that investigate why do EFL learners resort to L1 to express themselves graphically?

hence, this study will help to explore the main reasons or causes behind these committed errors .that is to say if theses errors are because of the mother tongue interference or there are other reasons, shedding the light on the grammatical errors done by EFL learners while writing.

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Conducting such study may help EFL teachers to become more familiar with the concept of language interference.

More precisely, the focal point of this study is to provide accurate answers to the following research questions:

1. To what extent does the Arabic language influence EFL learner's writing?
2. What are the outcomes of L1 interference on one's writing?
3. What are the most common types of grammatical errors in student's writing?

More importantly, the above research questions are investigated on the basis of the following hypotheses:

1. EFL learner's writing is influenced by the Arabic language to the extent of committing a number of grammatical errors in their writing.
2. L1 interference causes accuracy problems in one's writing such as producing a number of grammatical pitfalls.

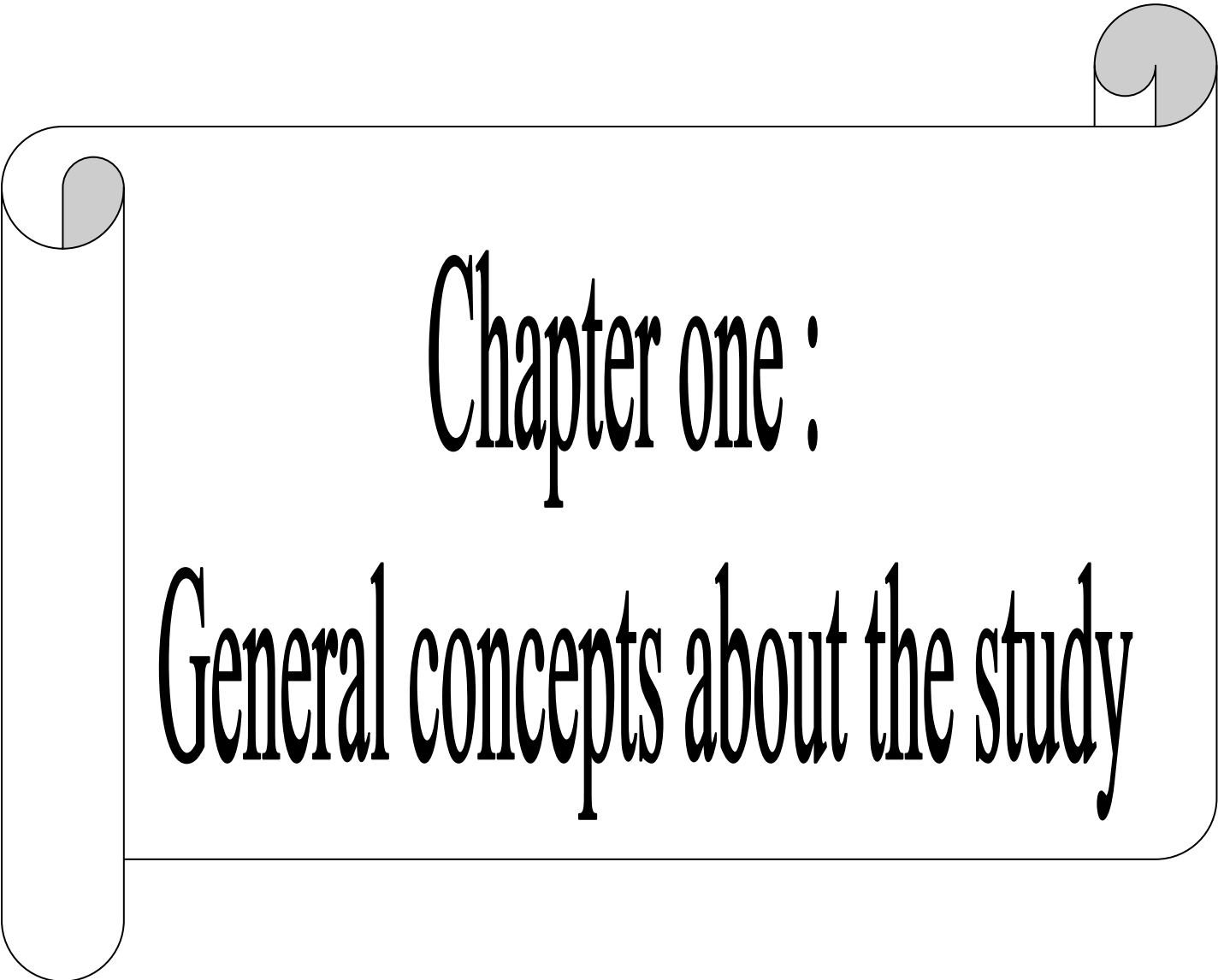
Obviously, The present study will be done through a descriptive work in which it tries to verify whether students' errors are due to the mother tongue interference or not, it deals with third year middle school students at Kuidri Kada middle school in SAIDI AHMED as the whole population which will be selected randomly. Concerning data collection, this study will be based on three main research tools which are classroom observation ,teachers' questionnaire and the analysis of the written products (short paragraphs) that are produced by third year middle school students. The questionnaire is devoted teachers who have been teaching third year for many years. The questionnaire will help the researcher to figure out the reasons of making these errors and their common types . Since this study is an error analysis study, the researcher will analyze the written products (short paragraphs) of students. The analysis of students' productions exposes the common errors made by third year EFL learners, in addition to classroom observation which was conducted by the researcher in his class since the researcher is the teacher of the target population. For the theoretical part, this research entails four chapters:

The first chapters is devoted to the definitions and description of the general concept that has relationship with the present study such as writing skills and its approaches, foreign language, mother tongue. while the second chapter deals with the review of lit and all the studies

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that has been done concerning the issue of interference, with respect to the third chapter, it can be regarded as the pillar of the study since it deals with the analysis and the discussion of both teachers and learners. The last but not the least, the fourth chapter which aims at supplying recommendations and implementations for both teachers and learners.

To conclude, This study is limited to third year middle school students , The data that was used for this research is derived from the written production of three students; moreover, only the grammatical errors were taken into consideration. The data that was collected came from one piece of writing that was produced in a monthly exam .



Chapter one :

General concepts about the study

1-0.Introduction:

As it is generally accepted that writing in English is a complex process for English as a foreign language learners (EFL), it is not surprising that errors in writing are found as an unavoidable part of EFL student writing.

The problem of "difficulty" in second-language (SL) learning has long attracted the interest of specialists from various disciplines. In one way or another, teachers, linguists, and psychologists have attempted to predict and find the causes of learning difficulties. But what it is that constitutes "difficulty" is still a baffling problem. It is believed that writing forms a huge problem mainly for second language learners because it needs specific bases to be followed those which may be totally different from those that are used in first language writing.

Hence, this chapter tends to presents different issues which are related to writing in general include definition of writing, the main approaches to teaching writing, It deals also with the characteristics of effective writing, teacher's roles in helping students to become good writers, and the different types of writing which should be processed by learners in and outside the class .

1-1.Definition of Writing:

In recent years, there has been increasing interest in studies related to writing because such skill is very important in academic studies and outside academic institutions . It is clear that writing in general is defined as a group of letters and symbols connected together to form a piece of communication (Collins, 2003). But, This definition does not give to writing its real meaning because is considers writing just as a operation of writing down a sum of symbols that are going to be read. According to Byrne (1988) "writing is clearly much than the production of graphic symbols just as speech is more than the production of sounds" (p.1). Furthermore, white and Ardnt maintained that writing is a complex process that requires effort and time (Ardnt,1991,p.3)

Writing ability is not acquired but it is learned in formal settings (school) or transmitted through culture. Writing skills should be practiced and learned through experience (Myles, 2002,p.1). In addition to what has been mentioned, writing is considered as a social phenomenon and it is often associated with people's roles in a society. Hayes (1996,p.5) stated that:

Writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write, and who we write to is shaped by social convention and by

our history of social interaction ...The genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written. (quoted in weigle,2002,p.19).

This quotation illustrates that writing is mainly related to the social conventions which govern the different social relationships among people. Therefore, each person should learn how to write and how to be an effective member in a society. According to Tribble “to be deprived of the opportunity to learn to write is ... to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige”. (quoted in Harmer, 2004,p.3)

Henry Sweet, an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” While sapir (1921) states that “Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” All in all, writing is specific ability which helps writers mix their thought, ideas and knowledge into words in a meaningful sentences .

1-2.Writing Approaches:

ESL teachers now have many approaches to the teaching of writing to choose from. At least three major approaches can be identified and these are:

1. The Product Approach
2. The Process Approach
3. The Genre Approach.

1-3.The Product Approach:

generally speaking, a product approach, deals with the final result of the writing process. In other words, it focuses on the last production of a piece of writing rather than the process or the steps that it goes through. The learners should imitate and manipulate writing models provided by their teachers, bearing in mind four basic stages which are familiarization, controlled writing, guided writing and free writing, When adapting such an approach to writing, Hedge (1988) defines this approach as an approach to writing which examines “the features of written texts” (p. 8).

Further more, She explains that this approach may include the skills of “getting correct grammar, huge amount of vocabulary, punctuating meaningfully, using the conventions of layout in the right way, e.g. in letters, spelling accurately, using a range of

sentence structures, linking ideas and information across sentences to develop a topic, developing and organizing the content clearly and convincingly.

1-3-1. Drawbacks of product approach:

This approach insists only on the grammar and the structure of the language; thus, the 1-students when plan their ideas cannot think about a topic freely and say what they wish to say and how to say it. He is not recognized as an individual.. In other words, this approach focuses only on accuracy and considers the learner as a machine that can reproduce texts in different ways with regarding the same ideas, it ignores learners' freedom to express their thought and ideas as they want.

1-4. The Process Approach:

As a reaction to the product approach comes what is called the process approach which has an effective effect on the teaching of writing worldwide. Harmer affirmed that will not be good writers unless they go through the different steps of the writing process approach (planning, drafting, and editing) (harmer,2004,p.86)

1-4-a .Planning stage: in this stage , students are going to organise their ideas and explore their information about the topic that they are going to write about, after re-reading the writer may adopt that is to say add or omit some elements that seems irrelevant and this may be called brainstorming or pre-writing stage.

1-4-b .Drafting : Drafting is the second stage of the writing process, in this stage the student think about the way of planning the ideas and begins to decide what to include and exclude from the pieces of writing the emphasis is on content and meaning rather than mechanics and conventions.

1-4-c. Revising : Revising is a procedure for reinforcing a work in progress; it is a series of strategies designed to rethink, reexamine and reevaluate the options that have created a piece of writing (add, omit, correct, order, change in syntax, sentence structure and organization). According to Mather and Jaffe (1899) students at the revising stage concentrate on the visibility and the simplicity of their message by reorganizing their ideas and providing their texts with more efficient vocabulary .

1-4-d.Editing : Editing or proofreading is the next step in which the writer reviews his writing in terms of relevance of ideas as well as accuracy in grammar (Harmer, 2004,p.5). in the editing activity the writer is supposed to do the final modification well prepared for the reader (Hedge, 2005,p54). When editing, the writer has to make sure that he/she has

used all the suitable words and proofread his/her text to find mistakes in grammar, capitalization, punctuation and so on. yet, this approach has two drawbacks .

1-4-1. Drawbacks of the process approach:

- 1- teacher's role is reduced as s/he makes the students themselves respond to their writing.
- 2- it does not provide a because students write or rewrite what their teachers have already given them as comments.
- 3- learners are independent writers.

1-5. The Genre Approach:

In recent years there has been considerable interest in the genre-based approach to the teaching of English. As Hammond (1987) explains: "One of the main concerns of this approach is to make explicit, to teachers and students, knowledge about how the type of text (or genre) will vary according to purpose, topic, audience and channel of communication".(p.164)

The genre approach was developed by Halliday with the theory of "syntactic functional linguistics", He considers language as being not only a set of norms but as norms which are tightly related to social functions that may be used to transmit messages. Moreover, it assumes that language and cultural context are interrelated and that by language we can achieve some goals. "The central belief here is that we don't just write, we write something to achieve some purposes: it is a way of getting something done." (Richards, 2003, p18).

This approach consists of three important stages which as Cope and Kalantzis (1993) have noted:

1-5-a. Modelling:

teachers give their students models of texts and ask them to produce another texts that are similar to the suggested texts

1-5-b. Construction:

in this stage, both teachers and students think about the reproduction of the new text depending on the knowledge taken from the model text.

1-5-c. Independent construction:

here, the students are supposed to write their own production using the information extracted from the model text. Harmer (ibid) assumes that this approach is suitable for ESP students but it is also useful for general English students.

1-6. Who is the teacher:

teacher is defined as the public figure that shapes vision, confidence of thinkers, helps them to find their walks of life, he is a source of knowledge and information who is supposed to teach, guide and help the learners as well as prepare them to be good participants on the society.

Fadeev once said: «The teacher – what a word! In the country where every child goes to school, the teacher is a very important person. The future of the country, all people in hands of the teacher, in his / her gold heart» [1, p. 308].

1-7. Who is the learner:

Person who is learning , probing, constructing. This person appear to have a strong desire to understand, he is regarded as receiver of knowledge who can perceive , remember, think..ect Learners are problem solvers as they reflects the profound of our future.

1-8. foreign language:

Generally, a foreign language is learnt for use in area where that language is not spoken. For example, English in countries such as India, Pakistan, Bangladesh, the Scandinavian countries can be considered for many of its speakers a second language, because they speak it frequently and use it regularly, whereas in Algeria, this language is classified as a foreign language due to the lack of a number of characteristics, such as: historical links, media, opportunities for use, similar vocabulary, and common script.

Richards, C. John Platt and H. Platt (1992) state :“Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language” (p54). , According to an online article entitled “*Foreign Language*” a foreign language is a language not spoken by the indigenous people of a specific place. It is also a language not spoken in the native country of the person . Some of the authors discussed in this work the use of the terms second language and foreign language interchangeably. on the other hand, Rivers (1981) explained that: “the learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact”.

In nutshell, the foreign language is the language which can not be categorized as neither the first language person learn nor the next language afterword.

1-9.Types of writing:

1-9-a.Personal writing:

there are various types of writing which should be identified and recognized, they are categorized according to students' demands. In addition to that this type of writing is divided into various types like aide-memoires, diaries and journals as it is used for educational and academic purposes as a motivated language for English language classroom since it exist in first language writing, (hedge,2005, pp.86-87)

1-9-b.Study writing:

It is regarded as the hardest and the most complex type of writing because it requires a lot of practice and knowledge as Myles (2002) states that "academic writing requires conscious effort and practice in composing, developing, and analyzing ideas"(p.1). furthermore, it appears in academic and educational settings such as writing essays, reviews, and making notes, summaries, etc. This type is also called 'academic writing' which is defined by Oshima and Hogue (2007) as that "academic writing is the kind of writing used in high school and college classes"(p.3).yet, what distinguish this type from creative and personal writing is that the former is formal where slangs and contractions are not used while the later are informal so slangs and colloquial language are used. (Hedge, 2005, p.86).

1-9-c.Public writing:

this type of writing is used in institutions and organizations, it tends to include some activities such us writing letters of enquiry, application, and complaint, letters to the editor, and form filling of various kinds. (Hedge, 2005, p.87).

1-9-d.Creative writing:

It aims at helping personal and social progress, and building self-esteem, it appears in first language education classes and it is rarely found in second language classes hence, : it can be presented in writing poems, stories, rhymes, drama, all of which can be for oneself or shared with others . (Hedge, 2005, p.87).

1-9-e.social writing:

this type of writing supports the social relationships among family and friends. For instance, personal letters, invitations, notes with congratulations, condolences, telephone text messages, and personal emails, it could be also fruitful effective for EFL learners because it gives them the opportunity to learn the appropriate ‘formats and formulae’ (Hedge, 2005, p.87).

1-9-f.Institutional Writing:

It deals with professional writing for example, agendas, minutes, reports, memos. However, each profession will have its own specialized texts such as legal contracts, advertising copy, or academic papers. yet, Each profession has its own language.

It is really significant for both teachers and learners to know and recognize the necessary information that serve the writing skill and make it easy and acceptable. This would be achieved if we follow exactly what is required.

The table below summarizes these types of writing:

Personal writing	Public writing	Creative Writing
Diaries	letters of	Poems
Journals	Enquiry	Stories
shopping lists	Complaint	Rhymes
reminders for oneself	Request	Drama
packing lists	form filling	Songs
Recipes	applications(for memberships)	Autobiography

Social writing	Study writing	Institutional writing
Letters	Making notes while reading	Agendas, posters
Invitations	Making notes from lectures	Minutes, instructions
Notes	Making a card index	Memoranda, speeches

Of condolence	Summaries	Reports, applications
of thanks	Synopses	Reviews, curriculumvitae
Of congratulations	Reviews	Contracts, specifications
Emails	Reports	Bisniss letters
Telephone messages	Of experiments	Public notes
Instructions	Workshops	Advertisements
To friends	Visits	Note making
To family	Essays	And other emails professionals
	Bibliographies	

Table 1-1: Types of writing (Hedge, 2005, p.87)

1-10.Skilled Writers Vs Unskilled Writers:

There is a great difference between good and poor writers, Good and poor writers differ from each other in many important ways. For one thing, good writers know more about writing than do poor writers concerning the way of organizing thoughts and transmitting them to the reader, Good writers care about the coherence and the clarity of their work, and about the elimination of any ambiguity in order to convey their message ;for that reason, those who write well are better understood because they take into account their audience. Hence, good readers have an easy access of relevant and varied ideas during writing, as they have the enough knowledge about

The topic; unlike the poor readers who face many obstacles when they tend to write a piece of writing since they don't the required skills and knowledge to write a meaningful work .In addition to that poor writers do not take into consederation their audience interms of making the chronological order of ideas , clarifying and simplifying the style...ect.

As a result, good writers transform knowledge through writing whereas poor writers are simply “ knowledge telling”.

1-11.The significance of writing skill:

Like any other skill, writing skill is important skill for achieving a good piece of writing as it is reported by Mc Arthur, et al. (2008)

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“The power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system”(p.11).in other words, learning a foreign language can be a power that enable speakers to communicate any where and at anytime and make them build social relationship.

since it is not an easy task to realize and succeed in including the five parameters of effective writing which are:

- 1- respecting the organizational patterns that enables the reader to follow the flow of ideas because it contains a beginning, middle, and an end.
- 2- Focus: it refers to the topic or the subject established by the teacher This is means that if the reader is confused about the subject matter, the writer has not effectively established a focus. If the reader is engaged and not confused, the writer probably has been effective in establishing a focus.(Speck and Jones1998)
- 3- Organization: which reers to the chronological order of ideas and the coherence through forming an effective beginning, middle, and end.
- 4- Support and Elaboration: effective writing should contain the sufficient supports, arguments and even evidences to convince the readers.
- 5- style: effective writer should attract student’s attention by the style used in the way of choosing the appropriate words and phrases as well as the description that engage the readers.

Weigle (as cited in Ghodbane, 2010, p. 19) also stated that the ability to write allows individuals from different cultures and back-grounds to communicate. She also added that: Writing is a key skill in second language learning and all teachers need to evaluate their students’ writing abilities”. The issues surrounding the assessment of second language learners’ writing abilities” are becoming more and more relevant in the age of global communication (2002).

1-12.Mother tongue:

It is the language which the person acquires in early years and which normally becomes her/his natural medium of thought and communication. An online article, entitled

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“*Mother Tongue*”, defines mother tongue (first language, native language or vernacular) as the language a person learns first and correspondingly the person is called a native speaker of the language; whereas, The American Heritage Dictionary of the English Language (Skiba, 2000) defines mother tongue as one’s native language ; the language learned by children and transmitted from one generation to the next ; it is innate acquired unconsciously from ancestors. However, First language (L1), mother tongue and native language will be used interchangeably in this study.

1-12-a.Short definitions of mother tongue:

CRITERION	DEFINITION
ORIGIN	the language one learned first
IDENTIFICATION a. internal. b. external	a. the language one identifies with b. the language one is identified as a native speaker of by others
COMPETENCE	the language one knows best
FUNCTION	the language one uses most

Table 1-2 definitons of mother tongue

(Skutnabb-Kangas 1984, 18)

Defining a mother tongue requires some criteria such as:

1- Based-on origin; the language (s) one learnt first (the language (s) in which one has established the first long-lasting verbal contact).

2-Based-on internal identification: the language (s) one identifies with/as a speaker of;

3- Based-on external identification: the language (s) one is identified with/as a speaker of, by others.

4- Based-on competence: the language (s) one knows best.

5- Based-on function: the language (s) one uses most.

1-13.Some differences between English and Arabic :

English	Arabic
---------	--------

Descendant of Semitic languages	an Indo-European language primarily originated from the Anglo Frisian dialects
twenty six letters	twenty-eight letters. „Hamza“ the glottal stop is sometimes considered the twenty ninth letter.
there is a clear distinction between upper case letters and lower case letters	no distinction between upper letters and lower case letters
written from left to right	written from right to left
nouns have two numbers: singular and plural	Arabic nouns have three numbers: singular, dual and plural
Has three articles, indefinite (a, an) and Definite (the)	has one definite article "the". It consists of two letters: "al".
adjectives precede nouns	Adjectives follow nouns
has many tenses by conjoining these two tenses with aspects (perfective and progressive)	there are only two tenses: the perfect (only the past) and the imperfect (the non-past, simple present and simple future)
There is capitalization	There is no capitalization

Table 1-3 some differences between English and Arabic

All the above-mentioned differences between the two languages, namely Arabic and English cause students to involuntarily and unconsciously make not only mistakes but also errors. Ellis (2006, 165) pointed out that mistakes are inevitable consequence of our previous experience. Ellis (2006) argued that :

Our perception of the world is shaped through the lenses of our prior analyses, beliefs, and preconceptions. The environment provides the setting, with all of the stimuli present, but we view those stimuli using previous experience as a lens.(P.165)

1-14.Types of the Arabic language:

There are two types of Arabic, spoken and written:

1-14.a Spoken Arabic:

as it is obvious that Arabic is the descendant of the language of the Koran and The orientation of writing is from right-to left, and the Arabic alphabet consists of 28 letters. The Arabic alphabet can be extended to ninety elements by writing additional shapes, marks, and vowels (Tayli & Al-Salamah, 1990). Most Arabic words are morphologically derived from a list of roots which can be tri, quad, or pent-literal.yet, Most of these roots are three constants and it consists of dialects.

1-14-b.Arabic parts of speech:

Arabic words are classified into three main parts of speech: nouns (adjectives, and adverbs), verbs, and particles.

As in English, Arabic sentences are delimited by commas and periods In formal writing , for instance. Many English words come from Arabic like alcohol, algebra, check, magazine, and tariff.

1-14-c.Standard Arabic:

is the formal language of literature and written expression.

1-14-d.Colloquial Arabic:

is the ordinary familiar language used in everyday conversation among Arabic speakers. From what has been mentioned, it should not be forgotten or ignored that When discussing MTI from Arabic ,some errors are caused by interference from standard and others by interference from colloquial Arabic. (Abi Samra,2003,p.25)

1-15.Learning situation of the study:

Teaching and learning a foreign language (FL) become an important issue inside and outside all the educational institutions, the huge demands of learning a FL is due to the spread of globalization, and to fulfill their needs such as communicating or business meetings...ect

1-16.Background of the study:

For the reason of the technology development, the world becomes as a small village. This imposes on every human to master more languages than one's mother tongue Serious problematic issues go back to the interference of native language, especially when the native language is completely different from the target language. With the complete difference between both Arabic and English language in many aspects, Arabic speaking learners of English as a foreign language find many serious obstacles in acquiring the skills required and mastering English. The reasons behind those difficulties vary among many factors. However, one of the most problematic issues that make it more difficult for Arabic

speaking learners of English language is the interference of the native language. Given the fact that Arabic completely different in many aspects, phonological rules in Arabic language has different functions than in English and are different from English language, learning English by Arabic speaking learners would encounter serious difficulties. Interference of the native language occur when a foreign language learner use his/her native language as a source for using the target language. In order to tackle this issue different theories were mentioned and many grammatical issues were analysed.

for instance, English is regarded as a foreign language in Algeria and this may be considered as one of the reasons of students' low proficiency in writing because Algerian pupils do not have the opportunity to practice the English language outside the formal setting (classroom) in fact, when students are in fronted to a situation where they are going to express their thoughts and ideas they find themselves unable to convey their messages; thus, they tend to make literal translation from the target to the native language.

1-17.Learning atmosphere of the target situation:

The target participants live in small village in saida where the first language is highly regarded and learned loved by the pupils unlike the second language (French) and the third language (English) which are ignored by the majority of pupils because of many reasons:

First, most of the pupils don't have the access to the technological devices that enable them to use the target language.

Second, English is not practiced outside the classroom.

Third, the learning hours for English is some how limited and not enough to enable the pupils to master the foreign language.

1-18.Teachers attitudes and feedback towards teaching foreign language:

Most of teachers assert that they face diificulties in teaching a foreign language because the majority of pupils are not interested with such language or they don't have the required skills and knowledge to be involved and interact with the teacher. In fact, it is noticeable that most EFL teachers face obstacles in conveying the message thus they tend to shift from time to time to the first language to ensure pupils' understanding and this may be considered as one reason behind the interference of first language in pupils' writing. furhter more, some teachers may translate some words directly into Arabic without trying to explain by the use of other manners like the use of drawing, or using justers...ect.

1-19.Methodology of the study:

The study will employ both qualitative and quantitative research paradigm to addresses the research question. Bryman (2001) viewed qualitative research as a research strategy that uses words rather than quantification in the process of data collection and analysis. Leedy and Ormrod (2005) state that:

to get a complete understanding of the phenomenon we are studying. In qualitative research we do indeed dig deep"(p.133)

Whereas, leedy states that" contitative research is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (p.1993).

1-20.Data collection:

Three methods of data collection will be used in the current study (triangulation), the first method is **classroom observation** where the researcher attend more than 15 hours in the target populations' classrooms to observe all the issues and phenomenon that are going to be tackled in this research. Secondly, the next data collection method will be the **analysis of pupils' essays** (third year middle school) taking as an example essay of very able student, able student to the less able student in order to diagnose all the different essays od different levels and abilities. as well as identifying all the recurrent errors in their writing through the use of error analysis. While the last data collection refers to a **questioner** given to five teachers (three experienced teachers and two novice teachers) by which several questions will be asked to gather the maximum information that are needed to tackle the phenomenon from different perspectives. Thus, the triangulation used in this study helped the researcher to obtain the expected results and to confirm the suggested hypotheses.

1-21.Research objectives:

The objective of the current study is to examine the grammatical errors that third year middle school in SIDI AHMED make while writing and to analyse the source. The

types of grammatical errors will be presented in the following divisions: miss use of articles, miss use of tenses and plural, singular forms, miss use of adjectives, syntactic errors (word order), miss use of nouns.

The study, more specifically attempts to answer the following hypotheses:

1/ EFL learner's writing is influenced by the Arabic language to the extent of committing a number of grammatical errors in their writing.

2/ L1 interference causes accuracy problems in one's writing such as producing a number of grammatical pitfalls.

1-22.The participants' profile:

The participants were third year middle school from KUIDRI KADA middle school on SIDI AHMED for the academic year 2017/2018. The subjects were similar in age, from 14 to 17 years old but factors such as age or sex were not controlled in this study.

The participants were requested to write on the topic of " the causes and consequences of pollution". The essays were ranged from four to five sentences yet The students did not know that their writings are going to be under investigation.

Three essays were collected and analyzed to check various interlingual errors and intralingual errors.

1-23.Teachers' adopted approach in teaching:

Through classroom observation, it was noticeable that the teacher opt for the eclectic method as an approach in teaching since she used to shift from time to time from one approach to another according to the context being taught (lesson) and the tasks.

1-b-a. Eclectic method:

Eclectic method appears in 1980's as a reaction to the profession of teaching method, in this approach the teacher has the total freedom to choose the method that suit his/her teaching aim and classroom situation. In addition to that An eclectic approach according to Rivers (1981. 54) allows the language teachers to absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate. It is obviously essential because teachers are engaged in the daily task of assisting students to learn a new language. The teachers have neither time nor can they apply each and every new method that comes into practice.

According to Tarone and Yule (1989):

Chapter one : general concepts about the study

... there has emerged a general movement towards eclecticism of picking and choosing some procedures from one methodology, some techniques from another, and some exercises format from yet another. This approach seems to us to represent a reasonable response from the practicing teacher who is typically concerned, on a day-to-day basis, with whether specific procedures or exercises seem to “work” well for a particular group of students, rather than whether the lesson format might fit into some theory”.(p.10)

In other words, eclectic method is an umbrella that collects all the various approach and mixes them as one teaching method, its focal goal is to meet students’ needs and weaknesses using any technique from any method.

A main proponent of the eclectic approach is Rivers (1981). According to him, an eclectic approach allows language teacher to “ absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate” .

In eclectic approach, the teacher can choose from these different methods and approaches:

1-23-b.competency based approach:

Competency Based Approach is a learner’s based approach, it aims at create active learners and good learning environment , in this approach teacher is no more considered as the only source of knowledge or the dominator in the class. In contrast, learners learn how to solve problems in real life situation as it stresses teaching a language in relation to the social context in which it is used. in addition, It views language as a means of interaction and communication for the achievement of given goals.

As Richards and Rodgers(2001) point out “competency based education (CBA) focuses on the outcomes of learning. It addresses what the learners are expected to do with the language” (p.141) rather than on what they are expected to learn about. They have stated its goals as the knowledge, skills, and behaviours students should possess at the end of a course of study (ibid. 141). In this approach Learning is not considered as the transmission of knowledge from the teacher to the learner but the latter should be creative in using the acquired knowledge through the interaction with other learners.

1-23-c.grammar translation method:

It is teaching method which focuses on learning grammar rules, an applying these rules by translating them from native language to the target language, it teacher centred

Chapter one : general concepts about the study

approach, When the teacher is the only provider of knowledge. hence, the key concept in this approach is translation which is concerned as a process that promotes understanding, enriches vocabulary, increases the number of figures of speech one can use, develops critical thinking..ect (Hell, 2009, p. 9)

Translation in foreign language learning process promotes understanding. The Grammar-Translation method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader (Hell, 2009, p. 9).

1-23-d. Audio lingual method:

Audio lingual method is based on the system of reinforcement by responding correctly to the stimuli it is taught directly without referring to the native language, its focal point is to teach grammar through drills, rehearse and practice. Moreover, it can be defined as "...a technique of foreign language instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice" (dictionary.com).

It is characterized by its three basic parameters which are repetition, oral drill, memorization.

1-23-e. the silent way method:

As its name indicates, the teacher in this method uses gestures, drawings, images to convey teacher should be as silent as possible in the classroom in order to encourage the learner to produce as much language as possible.

1-23-f. Inductive method :

It is teaching method where the teacher uses the « top-down » technique, it is suitable for advanced level since it requires a lot of skills to be achieved. In this approach the learner is supposed to deduce the target structure from the context presented, it is taught in an indirect way.

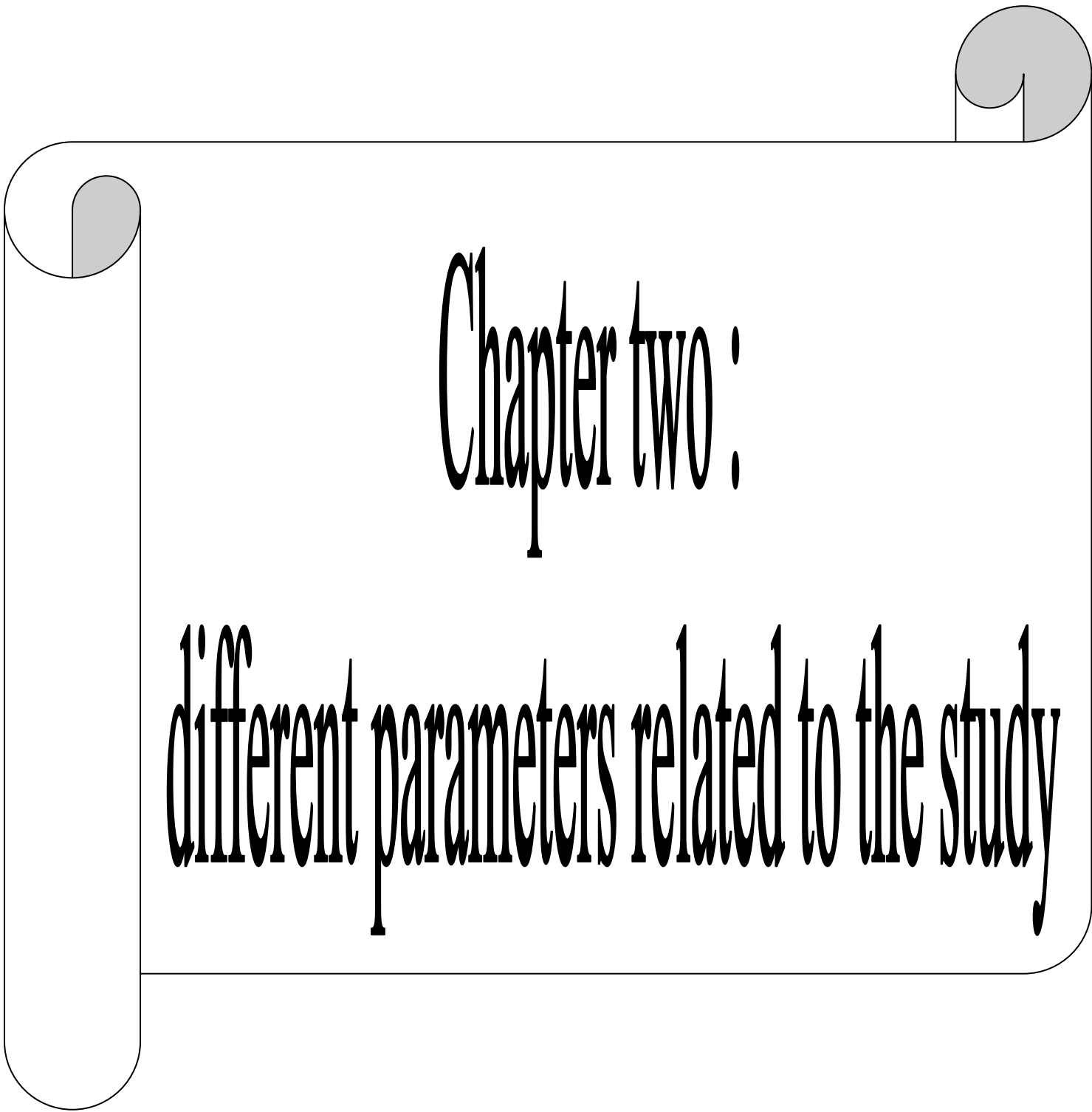
1-23-g. deductive method:

unlike the inductive method, in deductive method the teacher opt for " bottom-up" technique since it is suitable for beginners because it provide lot of clarifications and

explanation to learners since they are supposed to have no previous knowledge about the target structure, it is taught directly.

1-24. Conclusion:

All in all, this chapter seeks to describe as well as define all the different concepts that are related to the study. For instance, foreign language which refers to the language that is not spoken in the native country while first language is the language learner learns first, and to classify writing approaches with shedding some light on the importance of writing skill and the distinction between poor and good writers.



Chapter two :

different parameters related to the study

Chapter two : different parameters related to interference

2-0.Introduction:

When comparing Arabic language to English language, the former is characterized by rich morphology, its syntax is completely different in many aspects since the phonological rules in Arabic language has different roles than the latter.

The main objective of this chapter is to try to clarify, explain and illustrate the main concerns and parameters of language interference, This chapter will be divided into two sections ; the first section presents the first parameter of language interference which is contrastive analysis and its drawbacks, It also provides review about interlanguage theory and its origins, types and theories of transfer as well as Interlanguage theory .in the other hand, The second section highlights the notion of error analysis ; which is the main procedure that this study is based on , the origins, deference between error and mistake, classification , sources of errors , procedures of error analysis (identification, description, explanation, evaluation of errors and error correction) Lastly, the chapter is closed with the rationale of the present study.

Section one: contrastive analysis, language transfer, interlanguage theory.

2-1.Contrastive analysis:

Contrastive analysis (CA) studies the differences between two languages taking into consideration the similarities between them with the focal goal of enriching the field of applied linguistics. In other terms, contrastive analysis is the systematic study that investigates the relationship between the learners' mother tongue and the target language to find out their linguistic variation starting from the point of view that the similarities can be seen as source of easiness while the differences are source of confusion or doubt.

It states that the teacher should be conscious and attentive to these types of errors since these errors can be predicted. Hence, it is from Haugen and Weinreich' works on bilingualism in 1953 the idea of contrastive analysis appear; it was Lado who conceived the first methodological procedures for CA in *Linguistics Across cultures*, published in 1957 it was influenced by structuralism and behaviorism. CA was predominately accepted as a more sophisticated and reliable method than EA for predicting and explaining learning difficulties.

2-1.a.Assumptions of contrastive analysis:

CA is based on two main assumptions:

- 1- that the native language (NL) overlaps with the learning of a target Language.
- 2- the greater the difference between a structure in NL and one in TL ,the more difficult it is for the learner.

Fisiak, Lipinska and Zabrocki, (1978) define contrastive analysis as “a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them”.(para03) While, Gass and Selinker (2008), by contrast, consider contrastive analysis as: “a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second- language-learning situation”.(p.96),while Odline (1997) adds “... empirical research was beginning to show that learning difficulties do not always arise from cross-linguistic differences and that difficulties which do arise are not always predicted by contrastive analyses”(p.17).

2-1-b.Contrastive analysis versions:

Contrastive Analysis has two versions:

- 1- the weak version is the first one which assumes that the errors of the L2 learner are caused by L1 transfer and by comparing the two languages, these errors will be predicted. This version is the weakest version of CA, yet it could not maintain its validity for long,
- 2- The second version which is the strongest version of CA does not take a precise position like the first one. it can give explanations to observe errors and not like the weak version depending heavily on prediction. Therefore, there was a need for another tool that attempts to understand the occurrence of errors rather than predict them. Hence, Error Analysis, (EA) was next. in addition, Contrastive analysis hypothesis states that errors occur when learners transfer first language usage into second language ones. It also maintains that interference takes place whenever there is a difference between native language and target language (Maicusi et al., 2000,p.169).

2-1-c.contrastive analysis according to theorists: the features which seem in learning the foreign language easy for the students tend to be similar to their native language's features, while the elements that may seem for them complicated tend to be different from their native language's features. (Lado,1957,P.2) .moreover, Fries et al.(1945) maintained that it is due to the fossilization of interlanguage system EFL learners not only have difficulties in using the target language but also in performing it. Concerning the issue of similarity and difference among languages, Odlin (1989) provided an example that Arab learners would delete the form of the verb "be" unconsciously when they speak or write in English because it is unavailable in Arabic. However, Spanish learners do not omit it because of the similarity between both structures.

Many researchers have proposed similar ways on how contrastive analysis works such as Lock (1996) who introduced four levels when dealing with language analysis which are: phonology, lexis, grammar, and semantics. Grammar is also divided into word order, structure of words, and parts of speech (cited in Al-Hassan, 2013,p. 258). Another framework for contrastive analysis was proposed by James (1998) in which he divided contrastive analysis into two phases:

- 1- division of language into three smaller units: phonology, lexis and grammar.
- 2- the use of linguistic descriptive categories: use, structure, class, and system.

2-1-d.Drawbacks of contrastive analysis :

contrastive analysis is unable to predict all of the types of errors (Gradman,1973,para5). Gass and Selinker (2008) asserts that the concept of difficulty is the basic principle of CA theory. In other words, if learner has an issue in some area, it is not forcibly that it is because of L1 interference, there are various aspects that may be related to this issue.

"There are other factors that may influence the process of acquisition such as innate principle of language, attitude, motivation, aptitude, age, other languages known..." (M.Gass & Selinker, 2008).

2-2.Interlanguage theory:

The interlanguage (IL) theory was developed by the American linguist Larry Selinker

The term interlanguage (IL) was introduced by the American linguist Larry Selinker to refer to the linguistic system evidenced when an adult second language learner attempts to express meanings in the language being learned. The interlanguage is viewed as a separate

Chapter two : different parameters related to the study

linguistic system, clearly different from both the learner's native language' (NL) and the 'target language' (TL) being learned but linked to both NL and TL by interlingual identifications in the perception of the learner (*as cited in Interlanguage E Tarone,2006,p.747*).

It is In other words, it is a term for language or linguistic system that is different from both learners' native and foreign language and it is employed by foreign language learners. Hence, it is helpfully regarded as transitional linguistic system in at all levels : phonology, morphology, syntax, and semantics , pragmatics.(Selinker,1972,para1)

According to McDonough (2002) the concept of interlanguage is treated as :

“ a way of conceptualization the need to describe the learners' languages as an incomplete language in its own right, but it also express the perception that learners do not learn only what they are taught, but that they sometime seem to know things that they have not been taught, creating successive versions of the target language grammar underlying the learner dialect they use, which move between that of their native language and that of the new language” (p.58)

Before this theory, it was believed that second language errors were made due to interference from the speaker's first language. Of course, these types of errors do occur and are easy to trace. But Selinker tried to find out a new path to explain that the reasons behind the errors that some learners make have nothing to do with their first language and are made across the board of languages since he calls this, as “Interlanguage”.

2-2-1.Importance of studying interlanguage theory:

Studying Interlanguage could help teachers to understand the learners' problems better and try to help learners, so that they achieve the target competence. Based on this theory, interlanguage is defined as 'psychological structure talent in the brain that is activated when one attempts to learn a new language(Retrieved from: socling.genlingnw.ru. (n.d.)

For that reason , Selinker (1992) proposed the theory of Interlanguage (IL) since The grammatical differences between Arabic as a mother tongue and English as a foreign language reveal that Arab EFL learners in general commit a number of grammatical errors especially in writing skill.

EFL learners tend to hypothesize the target rules During learners'trip of writing from native language (NL) to target language (TL); therefore, they drop in an inappropriate Language system. This system is known as the “Interlanguage” (Richards, 1974,).

The errors vary from one learner to another due to different variables, such as “...learning strategies, different training procedures, individual differences of teachers, text books...” (Jain, 1974, P. 189). This interlanguage phase is temporary until the learner improves his performance which is inevitably based on his improved competence of the TL.

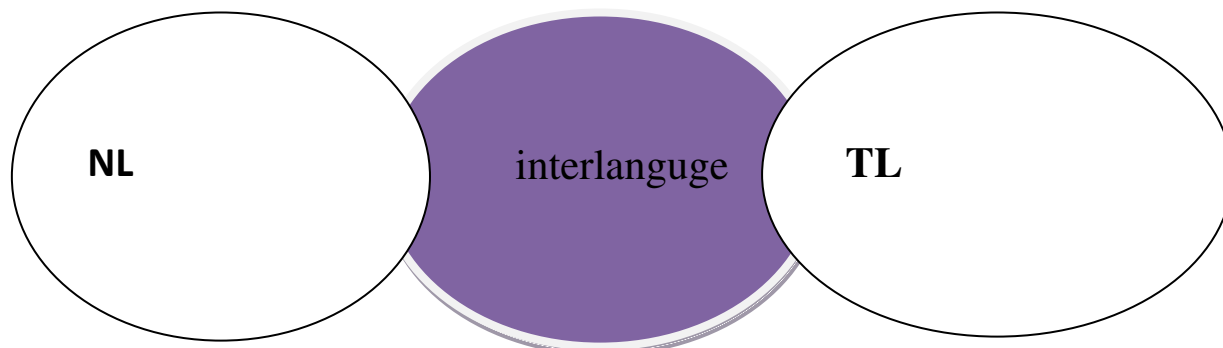


Figure 2.1: Interlanguage. Adapted from (Corder, 1971)

2-3.Language transfer:

Because of the huge necessity in language pedagogy, Studying language transfer has been the point of interest for many linguists in the field of applied linguistics. EF learners transfer some elements from the native language into the target language because they face a struggle in the language system between the old linguistic knowledge of the native language and the new one of target language. It is a popular belief that foreign language is strongly influenced by the learner's first language (L1). That is, the L1 gets in the way or interferes with the learning of foreign language (FL) such that features of the L1 are transferred into the FL (Ellis, 1999).

Providing a simple definition of transfer is by no means an easy task, On the one hand the popular belief is given support:

On the other hand, the popular belief is rejected and the impact of the L1, if not denied totally, is at least minimized:

[...] Our data on FL acquisition of syntactic structures in a natural environment suggest that interference does not constitute a major strategy in this area...it seems necessary to me to abandon the notion of interference as a natural and inevitable phenomenon in FL learning. (Felix cited in Ellis 1999,p.107).

Chapter two : different parameters related to the study

Early studies on transfer took a narrow view, considering language transfer solely as the bodily carryover of NL surface forms to a second language context (generally with lexical and morphological modifications) (retrieved from: Flynn,S.(1988).*Linguistic Theory in Second Language Acquisition*)

2-3-1.Three significant questions in language transfer :

- 1- "What is transferred?
- 2- What linguistic elements are selected by the learner as transferable?
- 3- what explanation can be taken into account for the differential transferability of linguistic elements?

2-4.types of transfer:

2-4-a.positive transfer:

generally, positive transfer is known as facilitation When there are no considerable differences between L1 and L2 , the transfer will be positive, which will make language learning process fluent and go at ease. Also Ellis (1999) agrees that transfer is a part of everyday life: individuals face new situations and draw on their previously acquired knowledge and skills to deal with them. in addition to that Sometimes the native tongue is the only resource for a learner to complete a sentence with a lexical item or insert a preposition. It sometimes works, as in the Arabic example of using the word / jælʕb/ which means (play) in English. Therefore, the English speaker might use it to “play football” or “play the guitar”.

The same words can be used by Arabic learners for both contexts above as well. They might use their Arabic competence of this word and apply it to the second context of (playing the guitar) to compensate their incomplete knowledge of which word to use in English. What is good about positive transfer is that it saves the learner and s/he might be reinforced by the teacher for a good guess. For Walfarm (2007), positive transfer means “the incorporation of language features into a non- native language based on the occurrence of similar features in the native language.”(p.80)

2-4-b.Negative transfer:

when there are major differences, the learner’s L1 prior knowledge and acquirement could interfere with learning the L2, and consequently negative transfer will occur.

The negative transfer is also known as“ language interference” .since Saville-Troike (2006) defines language interference” as the inappropriate influence of an L1 structure or rule on

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L2 use” (p.200) . However , the term “language interference” and “negative transfer” will be used interchangeably in this study . Moreover, According to cook (2008) “ one view of L2 learning sees crucial elements as the transfer of aspects of the L1 language to the L2” (p.13) . Furthermore, interference effect all aspects of language such as pronunciation, grammar, lexis, syntax, and so on. As a result of what has been mentioned transfer can either effective or ineffective system that can effect foreign language learning positively or negatively. In other words , L1 assists students when the language components of the L2 are similar .The British Council website provides the following explanation of the relationship between first language transfer and interlanguage .

“Interlanguage is often heavily influenced by L1 and interference from this may make it seem perfectly logical to the learner, although it is incorrect. It is important for teachers to understand this and also to see interlanguage as a series of learning steps”. (British Council BBC, Tools for teachers).

The greater the differences between the two languages, the more negative the effect of interference is likely to be. that’s why the EF learners may be obliged to use the first language or other known languages in foreign language context that leads to the production of various errors. moreover, it will occur frequently in any situation where some one has not the required skills of the target language.

Section two: Error analysis, The Rationale of the study.

2-5. Error Analysis:

Because of the observable manifestations which are learners’ errors many researchers have had recourse to the outputs of learning process in order to cope with the issue of foreign language learning . To diagnose difficulties, errors are systematically collected, analyzed, and categorized. This approach, commonly known as error analysis (EA) , Error Analysis was established in the 1960's by Stephen Pit Corder and his colleagues as an alternative to contrastive analysis since it was another attempt to fill the gap. It aimed at meeting the needs that contrastive analysis was not able to do. hence, Its development and popularity derived from a number of trends in the work of linguists in the late sixties as it emerged as a theory and method of significance to both language pedagogy and the study of language learning. Furthermore, The EA has been considered as a replacement or supplement to Contrastive analysis.

Chapter two : different parameters related to the study

Schumann and Stenson (1974) have pointed out that many linguists adopted EA because of the inadequacy of CA in accounting for the learner's errors. After realizing that CA did not provide sufficiently acceptable explanation for the errors made by the students. Richards et.al (1985) state that Error Analysis is the study of errors made by the second and foreign language learners. It may be carried out in order to find out:

1. How well someone knows a language
2. How a person learns a language.(p.96)

Another concept of Error Analysis is given by Brown (1980) He defined it" as the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the systems operated by learners"(p.166) and according to Crystal (1987) :

"Error Analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics"(p.67).

2-5-1.Goals of errors analysis:

According to Sridhar (1976) the goals of Applied Error Analysis are:

1. Deciding the sequence of the presentation of target language items in textbooks and classroom, with the difficult items following the easier ones.
2. choosing the relative degree of emphasis, explanation, and practice required in putting various items in the target language.
3. Devising remedial lessons and exercises .
4. Selecting items for testing the learner's proficiency.(pp.258,281)

Corder (1975) claims that errors are important in three ways ;

1-they show the teacher a student's progress which serves as diagnostic tool.

2- they show the researcher how language can be acquired and the strategies the learner uses.

3- and lastly , they show the learners how they can learn from their mistakes .However , native language interference is seen as nonsystematic and is loaded with L1 mistakes. When a student commits such an error , it is therefore important that the teacher should not only give students answers , but also allow the students to discover and correct the errors.(p.205);

Chapter two : different parameters related to the study

Unlike CA, Liggett (1983) defines EA as "... the study of learner mistakes...., it starts from the demonstration of student' errors"(p.34). This definition clarifies that it is more of a study of the learner's errors than just comparing two languages without bearing in mind the learner's situation as a significant variable. Gass and Selinker (2008) support the same idea adding that error analysis is a "type of linguistic analysis that focuses on the errors learners make (p200). Unlike contrastive analysis (in either its weak or strong form), the distinction made is between the errors a learner commit in producing the (TL) and that TL itself. In this case it investigates the errors, because a learner made them, not because of trying to predict that learners might make such errors in the future, as the case is in CA.

In nutshell, The main concern of this approach is second language learners' errors. It focuses on types and reasons of these errors with the clarification of the different procedures that should be followed in error analysis.

2-5-2. Definition of Errors:

Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language (Lungu, 2003,p.323).

The term "error" was defined differently by many experts . These definitions contain the same meaning while the differences lie on only the ways they formulate.

(Journal of the College of Arts. University of Basrah No. (60) 2012)

Norrish (1987) defines errors as "*a systematic deviation , when learner has not learnt something and consistently gets its wrong*" (p.19).

A second definition is put by Cunningsworth(1987).since He says that" *errors are systematic deviations from the norms of the language being learned*" (p.87).

Thus it is clear from these two definitions that the key word is "*systematic deviation*" which can be interpreted as the deviation that happens very often and within an unconscious way.

the term " error" is going to be used to refer to a systematic deviation from a selected norm or norms in other words the learner can not process all the information at once, because the learning process needs too much time to be covered. Furthermore, teachers could not provide their learners with all the information they need at a limited number of sessions. Another definition of error is given by Corder (1981) in which he stated that errors are systematic and they enable the teachers or the researchers to assess the learners' knowledge of the language at a given point during the learning process(p.10).

Chapter two : different parameters related to the study

Norish (1987) also defined errors as “a systematic deviation when a learner has not learnt something and consistently gets it wrong “quoted in (Ridha, 2010,p.25).

According to Gass and Selinker (1994), errors are “red flags” that provide evidence of the learner’s knowledge of the foreign language cited in (Al-Hassan, 2013,p.258).

In addition, Ellis (1997) defined errors as gaps in a learner’s knowledge. He assumed that they occur because the learner does not differentiate between what is correct and what is not related to a learner’s performance; they occur because the learner is unable to perform a known system(p.17).

In his book “Introducing Applied Linguistics”, Corder (1973) wrote that “errors are a result of partial know ledge because the teaching-learning process extends over time” (p.283).

2-5-3.Error vs mistake:

Before studying errors , it is preferable to distinguish between the term error and mistake. Many scholars have defined the term mistake in different terms however, all the definitions go hand in hand, the terms "errors" and "mistakes" are strongly associated with Corder (1967) in various papers “ An error is " a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner", while mistake refers to " a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly". James (1998) also tried to differentiate between them. He defined the former as " cannot be self corrected " whereas the latter as " can be self corrected if the deviation is pointed out to the speaker (p.83).

2-5-3-a.What is error:

Noticeable deviation that reflects the competence of the learner,they are "systematic ", i.e they occur repeatedly and not recognized by the learner.

2-5-3-b.What is mistake:

Refers to a performance error that is either a random guess or a “slip”, in that it is failure to utilize a known system correctly. Another distinction between "error" and "mistake" has been put in Dictionary of Language Teaching and Applied Linguistics(1992) and by Richards, and Schmidt (2002), it is mentioned that :

a learner makes mistakes when writing or speaking because of lack of attention, fatigue , carelessness, or some other aspects of performance.Thus ,mistakes can be self corrected when attention is called . Whereas , an error is defined as the use of linguistic item in a

way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. (Journal of the College of Arts. University of Basrah No. (60) 2012).

According to Ellis (1997), there are two ways to distinguish between learners' errors and learners' mistakes. The first way is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. On the other hand, if he always uses the form incorrectly, it is an error. The second way is asking the learner to try to correct his own deviant utterances. When the learner is unable to, the deviations are errors. However, when he is able and successful, the deviant utterances are mistakes (p.17).

2-5-4. Negative Opinions about "Error":

There are two different opinions concerning an error. Some researchers and theorists have negative attitude towards errors while others have a positive one. The issue of whether to consider an error as a negative or a positive attitude, has divided the researchers' opinions and theories into two different sides.

Maicusi, et al., (2000) stated that an error indicates failure and prevents the progress of learning process that's why it must be avoided in the language teaching-learning process (p.168). And this point refers to behaviorism point of view in which they considered an error as an obstacle to language learning. They consider it also as an indicator of ineffective teaching.

2-5-5. Positive opinions about "errors"

As opposed to the behaviouristic approach, the mentalist one claimed that errors have a great importance and without them there is no progress. These ideas are based on Chomsky's thoughts in which he confirmed that a human being does not learn mechanically but he has a mental access of knowledge through try and error. There are also a number of scholars who consider errors as something positive for the learning process.

As Jain (in Richard, 1974, p.189) who stated that second language learners' errors are significant for the acquisition of a second language. He also maintained that knowing learners' errors helps in the planning of courses and syllabuses.

Furthermore, errors, according to Corder, provide information about the strategies and procedures a learner is using in his second language development. He also believed that making errors is part of the learning process itself (cited in Troike 2006, p. 38-39). The same idea was provided by Ellis (1997) in that he claimed "that is possible that making

Chapter two : different parameters related to the study

errors may actually help learners to learn when they self correct the errors they make”(p.15)

Moreover, Corder (1973) assumed that “errors are evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course”(p.293). He also proposed in his book “Error Analysis and Interlanguage” (1986), three ways in which learners’ errors are significant.

First, they are significant to the teacher because they give him the opportunity to know how far his learners have progressed and what they still need to learn. Second, they provide to the researcher evidence of how second language learners learn or acquire that language. Thirdly, they are important for the learner himself because making errors is considered as a way used by the learner to test his hypothesis about the language he is learning. He also adds that errors are a techniques employed by both children acquiring their mother tongue and by adults learning a second language (p.11)

2-5-6.Sources Of Errors :

Unlike CA, EA provides a broader range of possible explanation for errors, since it seeks to contribute many sources to errors not only to those related to L1 transfer. within the framework of EA, errors are considered to occur in two variables, As mentioned by Brown (2000), there are two main sources of errors which are : interlingual and intralingual.

2-5-6-a.Interlingual (Interference) Errors :

The primary focus of this study is to analyze the students' errors that are attributed to first language interference . Interlingual errors may occur at different levels such as transfer of phonology , morphological , grammatical and lexical –semantic elements of the native language into the target language. Hence, *The Dictionary of Language Teaching and Applied Linguistics* (1992) defines inter-lingual errors as being the result of language transfer, which is caused by the learner’s first language. However , (E A) regarded this type of errors as signs that the learners is internalizing and investigating the system of the new language, interlanguage errors are one type of errors that error analysis have tried to reveal this kind of error is typically identified to contained those errors that can be attributed to native language; moreover, these kinds of errors are concerned only with negative impact of L1 that’s why these errors are also called interference errors.(p.224)

2-5-6-b. Intralingual (Developmental) Errors :

Intralingual errors are the errors which result from faulty or partial learning of the target language rather than language transfer ,These errors are caused by the target language (TL) itself. Intralingual means within language. Intralingual errors are also named developmental errors and they refer to incomplete learning or overgeneralization of the target language rules (Troike, 2006,p. 39).

Apart from resorting to L1 transfer, the learners make such mistakes due to the ignorance of an item in TL. According to Richards (1974) "Intra-lingual errors are items produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language"(p.6).also He added that developmental errors illustrate the attempts of the learner to build up hypotheses about the foreign language he is learning from his limited experience of it .and as stated by other error analyst such us Dulay and Burt (1974) the vast majority of errors learners used to fall in are intralingual (as cited in Gass and Selinker,nd) in fact the transfer from L1 in this type is only of minor importance. Intralingual errors include: overgeneralization , simplification, communication- based and induced errors.(p.224)

2-5-7.Importance of errors:

Errors are important in three ways.

1-They are important for the researchers, as these errors shed light on how learners learn the second language and what strategies they employ.

2- they are important to the teachers since errors are indications of learning (Corder, 1981); i.e. to imply to teachers how far towards the goal their students have progressed.

3- errors are significant to the learners themselves as these errors are indications of hypotheses testing by the learners about the second language.

2-5-8.Error Analysis Procedures:

The procedures by which learners' errors are analysed include, as stated by Ellis (1994,1997), many steps which are: identification, description, explanation, and evaluation of errors.

2-5-8-1.Identification of Errors :

According to Ellis (1997,p. 15), the first step in the analysis of learners' errors is to identify them it is the next point in EA after gathering the necessary data from learners it includes comparison between what the learner has produced and the standard norm of TL.

Chapter two : different parameters related to the study

To identify errors, it is necessary to compare learners' sentences with the correct forms in the target language. However, identifying the exact errors that learners make is considered as a difficult step. In error identification, there should be a distinction between learners' errors and learners' mistakes.

2-5-8-2.Description of Errors:

Troike (2006,p. 39) and Ellis (1997,p. 18) maintained that after identifying all the errors made by learners, the next step is to describe and classify that is to say errors analysis has to describe the recognized errors in terms of how learners produce TL differently from its native speaker.

2-5-8-3.Explanation of Errors:

explanation of errors is another step of carrying out an EA, it is regarded as the most important stage as it is characterized by the explanation of the reasons that make those errors occur It was mentioned before that there are two main reasons for learners' errors which are interlingual and intralingual reason.

2-5-8-4.Evaluation of Errors :

Since the study of the learners' errors has a practical significance to language pedagogy, error analyst and teacher as well as need to evaluate errors with the view to decide which ones should receive instruction. According to Ellis (1997), since the purpose of error analysis is to help learners learn a foreign language, it is necessary to evaluate errors .Some errors are considered to be more serious than others because they may totally affect what some one says (p.19).

2-5-8-5.Error Correction:

to analyze learners' errors, error analysis approach proposes a set of procedures to be followed either by teachers or researchers to make the analysis more structured. Error analysis also insists on the importance of error correction because it could be very helpful for learners learning a foreign language if they correct their errors by themselves. Since this study interests in learners' errors when writing.

Error analysis is interested in the way teachers deal with students' errors and the importance of error correction among both teachers and learners. According to Maicusi et al., (2000), when the teacher finds an error, he tends to correct it automatically and he considers the students' hesitation as a request for help. However, a delay in the correction on the part of the teacher would make students have the opportunity of self correction. On the other hand, when the teacher usually corrects his learners' errors, he will make them

Chapter two : different parameters related to the study

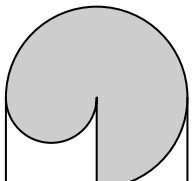
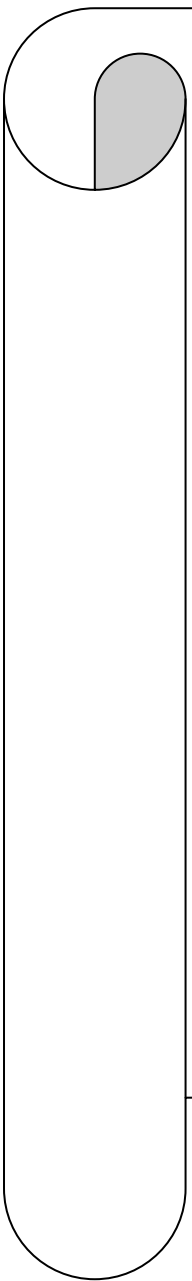
dependent on correction by others and will prevent them of developing autonomous learning (p.172). According to Erdogan (2005), the technique of error correction is not simply showing the students the correct form and presenting it through a set of exercises and activities. On the contrary, the teacher should know the reason behind his learners' errors to provide them with the appropriate remedy.

2-6.Rationale of the study:

It is noticeable that the majority of students produce a number of errors in their pieces of writing . For that reason, it seems significant to conduct a research and investigates the various reasons behind third year students middle school errors and define the main approaches regarding the issue of interlanguage as well as finding areas of difficulty in writing among students. And try to suggest some solutions, remedial work and implementations to help the students overcome their weaknesses and the obstacles that they face , at the same time help the teacher to teach the writing skill with better way to enhance students' capacities in writing.

2-7.Conclusion:

To conclude, this chapter sheds the light on the significance of as a central theory in many fields of study especially in applied linguistics and second language acquisition, it is the process of applying what has been learned in one situation to one's learning or performance in another situation. In addition, It brought the idea of language teaching and learning with the contrastive analysis approach that was appeared in the 1940's and the 1950's. The main concern of this approach is to show the similarities and the differences between a native language and a foreign language because it is believed that language transfer results either from the similarity between L1 and L2 or from the difference between the two. In other words, transfer could be either positive or negative. we have reviewed the basic theories which are related to second language learning namely Contrastive Analysis, Error Analysis and language transfer that constitute three main active fields of research in applied linguistics. These three theories are seen by many scholars as evolutionary phases of understanding and explaining the learner' performance in the target language because , for them, the language errors are essential especially in a setting where english is considered as a foreign language.



Chapter three :
Teachers'
Questionner
Discussion and
Students' Essays
Analysis

Chapter three: Students' Essays: Analysis and Discussion

3-0.Introduction:

The ultimate aim of this research is to investigate the impact which resulted from the interference of First language (Arabic) on third year middle school students at saida (Sidi Ahmed) . that's why the goal of the researcher was asking third year middle school students to write a short paragraph about “ pollution and its causes and results” in addition to that, this paragraph was done by students in a form of integral situation where it was the second part of test. Moreover, the chosen researcher has varied the paragraphs according to the levels, that is to say the first paragraph was written by more able student, the second one was written by able student while the third one was written by less able student.

As it was mentioned previously, only 3% of the population is the focus of the study, for that reason three essays were collected and carefully analyzed to find out the different errors that third year middle school students commit in their writing as an evidence of first language interference. The analysis of third year students' essays reveals that they make significant types of errors, these errors were found to be the result of either interlingual or intralingual interference.

3-1.Discussion of the results :

Type of grammatical errors	Frequency	Percentage
Interference	10	66%
Articles	06	40%
Capitalization	03	20%
Singular/Plural forms	03	20%
Verb tense and form	04	26%
Word order	04	26%
Adjectives	02	13%

Table3-1Total number of third year students'grammatical errors

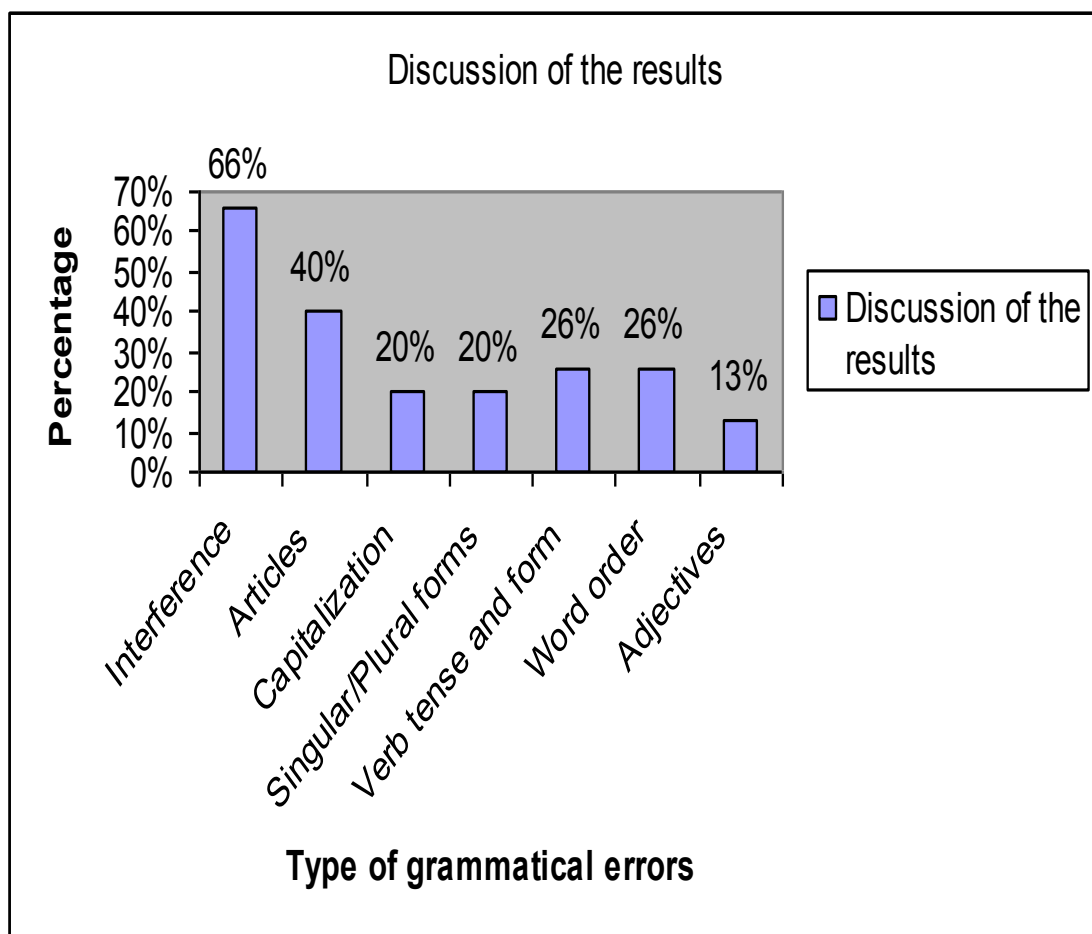


figure3-1. types of grammatical errors.

It was found that third year middle school students committed many errors especially the grammatical errors in their writing, the whole number of these errors is 30 errors counted in three (3) paragraphs, these grammatical errors contain different types of errors which are errors of articles, interference errors, capitalization, errors of singular and plural forms, verb tense and form, word order, auxiliaries errors.

Interference errors were ranked as the first type of errors that third year middle school students committed in their pieces of writing with 10 errors out of the total number.

The second type is errors of articles which occurred with 12 errors. Further more, both verb tense and word order were also noticeable types with 4 errors. Yet, the results showed that there is two (2) adjectives error in third year middle school students.

3-2-1. Interference errors:

Through the previous results, it can be noticeable that errors caused by interference is the most spread errors in third year middle school students since it constitutes? of the entire percentage of the whole errors. The main reason that lead to the occurrence of this type of errors is that the most students tried to express themselves by either doing literal translation or by thinking in Arabic and writing in English.

3-2.1Examples:

- 1- I live in country of saida
- 2- man
- 3- the consequence is disaster for animals and
- 4- catastrophe naturel
- 5- the causes of pollution is the people have thrown rubbish.
- 6- people must not be pollute environment
- 7- it essential
- 8- it has not good result in the life
- 9- the waste of factories
- 10- pollution of the city and the water.

3-3Errors of articles:

errors of articles were ranked as the second type after interference errors, they constitute? Of the whole number of grammatical errors. This type of errors can be devided into two sub- categories: omission and addition of articles. In other words, students added the definite articles “the” where it is not appropriate and this is due to the first language interference as they use the definite articles with abstract nouns (examples 2, 4).

3-3-a.examples :

- 1- The man
- 2- The pollution
- 3- The problem
- 4- The life
- 5- The people
- 6- The rubbish

3-4.Errors of singular/plural form and capitalization:

3-4-a.Singular/ plural form:

Making singular and plural forms is considered as one of the difficulties that third year students face in their writing in English. This kind of errors was repeated three (3) times in students' essays that is to say it constitute? Of all the grammatical errors.

The misuse of the "s" of plural may be explained by the incomprehensibility of the rules, in other word students have not perfectly comprehended the rules of plurality in English, as in the example (1,2,3)

3-4-a-1.Examples:

- 1- my cities
- 2- good results
- 3- the consequence

3-4-b.Capitalization:

the present result reveals that third year middle school students did not write capital letters at the beginning of the sentence, this kind of errors represents (3) three errors from the entire population, the only reason behind committing this type of error is the first language (Arabic) interference. Unlike the English, Arabic does not contain capital letters; thus, third year middle school are still influenced by their first language.

3-5.Errors of verb tense and word order:

3-5-a. Verb tense errors :

Applying the appropriate verb tense may seem hard for third year middle school students, they have made four (4) ? errors in their paragraphs and this is due to the complexity of English tenses in regard to Arabic tenses. Some cases show that when students wants to express the present they tend to conjugate the verb to be or the auxiliary has in the present plus the intended verb in infinitive (example 1, 2,4)

3-5-a-1.Examples :

1- is through

2- I lives

3- is have

4- have thrown

3-5-b. Word order errors :

According to the results, Word arder errors or syntactic erros were considered also as considerable issue for third year middle school students, since word order errors constitute ? four errors (4) errors, from the examples below, it is deducive that third year middle school are still influenced by Arabic word order system. In English the adjective should perceed the noun whereas, in Arabic the adjective follow the noun; therefore, this kind of errors occurred in third year middle school students as a result of Arabic interference.(examples 3, 4).

3-5-b-1.Examples:

1- the pollution consequence

2- cause pollution change weather

3- pollution is the problem big

4- pollution is catastroph naturel.

3-6.Errors caused by interlingual interference:

Type of grammatical	Frequency	Percentage
----------------------------	------------------	-------------------

errors		
Articles	06	40%
Interference	05	33%
Capitalization	03	20%
Singular/Plural forms	03	20%
Verb tense and form	03	20%
Word order	04	26%
Auxiliaries	00	00%

Table 3-2 Total number of interlingual errors

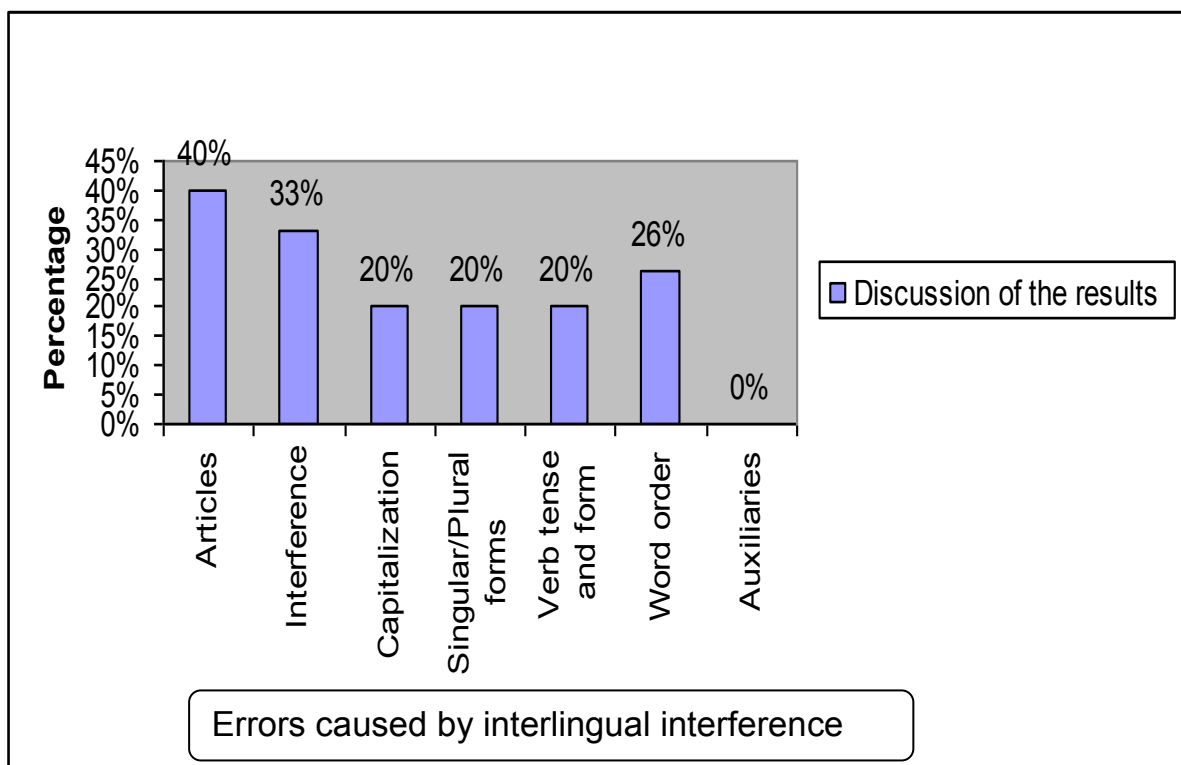


figure 3-2. Total number of grammatical errors.

3-7.Errors caused by intralingual transfer :

Type of grammatical	Frequency	Percentage
---------------------	-----------	------------

errors		
Articles	00	00%
Interference	05	33%
Capitalization	00	00%
Singular/Plural forms	00	00%
Verb tense and form	01	6%
Word order	00	00%
Adjectives	02	13%

Table 3-3.Total number of intralingual errors

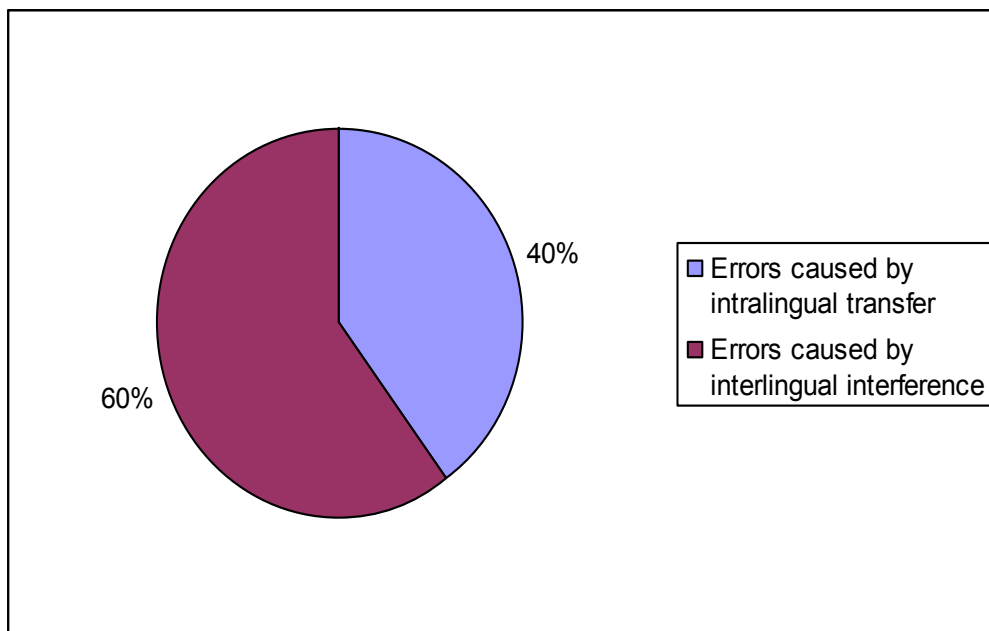


Figure3-3.interlingual errors vs intralingual errors caused by interference.

3-8.the summary of the findings:

the previous results shows that third year middle school face many difficulties concerning the grammatical aspects of English language. Third year middle school students made a number of grammatical errors of various types in their writing .

according to the analysis, there are two main reasons behind the commission of the grammatical errors which are: interlingual and intralingual errors of transfer.

The former is more repeated in the results because pupils rely on their first language to express themselves; whereas the later is caused because of incomprehensibility of rules.

Section two: teachers' questionnaire : analysis and discussion

This section serve as empirical evidence to prove that one of the reasons behind pupils' low proficiency in writing is first language interference and to achieve the mentioned purpose of the study, the researcher designed a questioner to middle school teachers from various middle schools. The purpose was asking them about their opinions as well as their suggestions concerning this problem.

Hence, this section represents the description and the administration of the questionnaire while the findings and the results will be carefully analysed and discussed to reach the previous objectives.

3-9.Description of the questioner:

3-9-1.Data collection:

The questionnaire contains 14 questions that are devoted to middle school pupils, the fourteen questions are divided into two types: open- ended questions and closed-ended questions, the four open- ended questions are number (section two: 1,2,6,.section three: 4) and ten closed- ended questions are number (section one: 1,2.

Section two:3,4,5. Section three: 1,2,3,5,6), section one deals with teachers' point of view towards the phenomenon of first language interference, since the first question seek to discover weather middle school teachers do believe in the problem of L1 Interference, while the second question is given to know the significance of L1 Interference according to these teachers. In addition, the second section consists of six

satisfactory results in writing or not, the second question look for students' conception of good writing; further more, questions number 3,4,5,6 are designed to collect information about all the parameters of writing as well as the obstacles that third year middle school generally face, the last but not the least is section three entitled (students' errors as a result of L1 Interference which consists of six questions, questions (1,5) investigates weather third year middle school commit lot of errors in their writing; then on, the second question seeks to investigate weather these errors are recurrent because of L1 interference, question (3 and 4) are designed for knowing onquestion seeks to investigate if knowing the reasons behind committing such errors will make the learning and teaching process of foreign language easy.

3-9-2.Administration of the questionnaire:

The questioner was given to five different middle school teachers, the teachers mainly taught third year middle school, they were very helpful and cooperative, they also answered all the questions in short period of time.

Question1: do you agree with the idea that one of the main causes of students' low achievement in English writings is L1 Interference ?

Options	YES	NO
Percentages	80%	20%

Table 3-4. teacher's opinions towards L1 interference

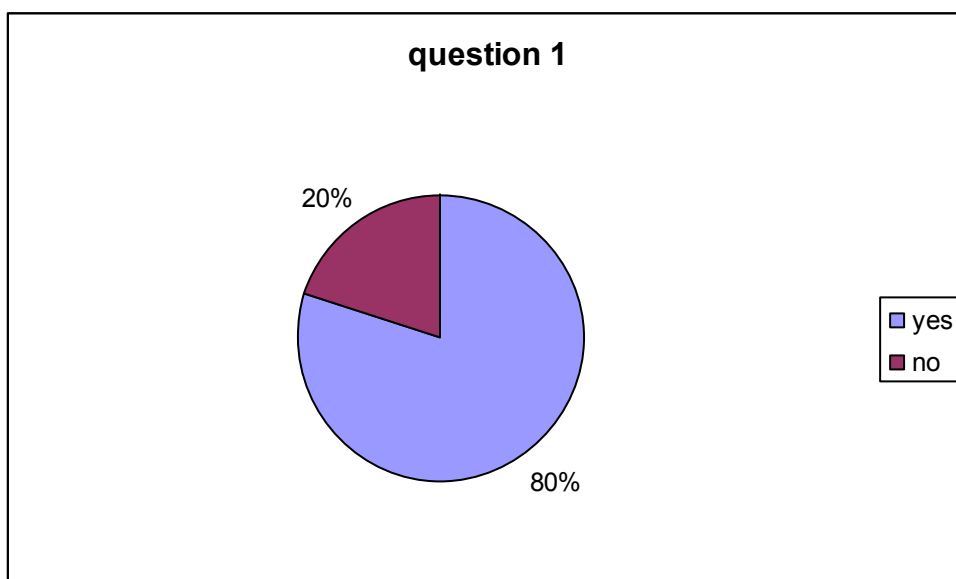


Figure 3-4. Teachers' Opinions Towards L1 Interference.

1- Yes, I agree

2- No, I don't agree

Concerning this question, four (80%) teachers agree with the idea of one of the main causes of students' low achievement is L1 interference, whereas just one teacher was against this idea.

Question 2: According to you, being aware about the effect of L1 interference in EFL learning is:

Options	Not important	Important	Very important
Percentages	00%	60%	40%

Table 3.4 teachers opinion towards L1 interference

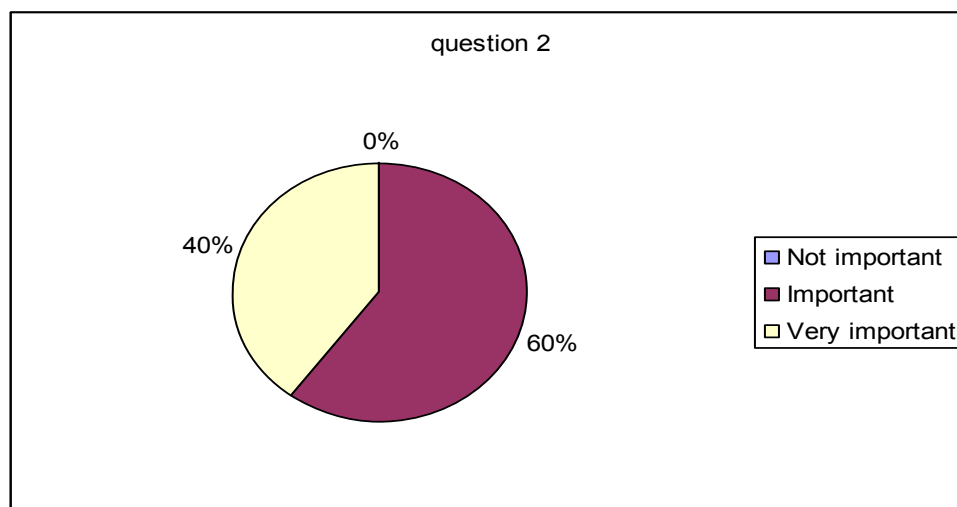


Figure 3-4. teachers' opinions toward l1 interference

The answers of the second question shows that 60% of teachers consider the effect of L1 interference as an important issue, while 40% consider it as very important

Section two:

Question1: Do your learners achieve a satisfactory achievements in the writing skill?

Options	YES	NO
Percentages	20%	80%

Table 3-5. writing skill

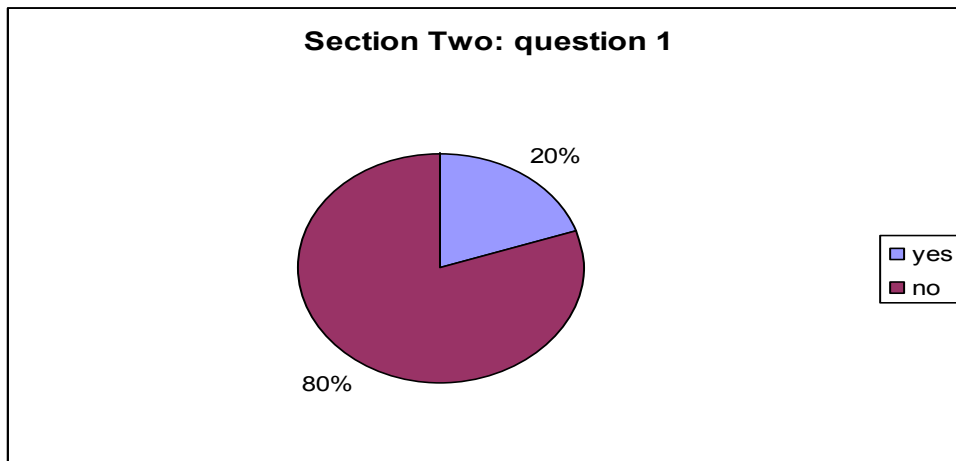


Figure3-5. writing skill

1- yes, they do

2- no, they don't

- what ever you provide, please explain:

Most of teachers, assert that student's pieces of writing are full of errors because of many factors.

- The results reveals that (80%) of teachers are not satisfied by students' production , which can be an evidence that third year middle school produce a number of errors in their writing, therefore; just 20% of teachers are satisfied by their learners' achievements.

Question 2: Good writing means:

OPTIONS	NUMBER OF TEACHERS	PERCENTAGE
Correct grammar	5	100%
good ideas	4	80%
Specific vocabulary	5	100%
Spelling / punctuation	3	60%
Clarity/coherence, and cohesion	4	80%
All of them	3	60%

Table 3-6. writing skill

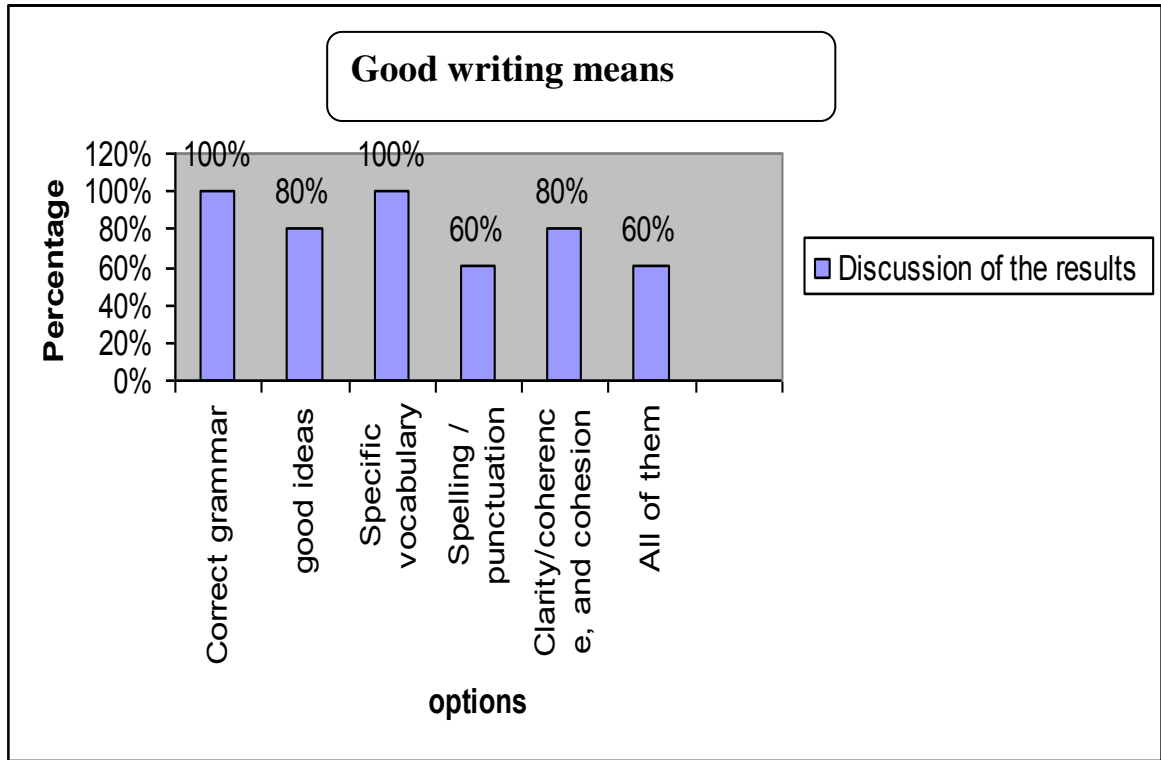


Figure 3-6. good writing means

All of the teachers agree upon both answers (1 and 3) , in other words they consider good writing includes correct grammar and specific vocabulary in the other hand; 80% of teachers see good ideas and clarity, coherence, cohesion as important elements in good writing, and finally 60% of teachers claim that spelling and punctuation are also included in good writing.

Question3: The time allocated to written expression is:

OPTIONS	NOT SUFFICIENT	SUFFICIENT	VERY SUFFICIENT
PERCENTAGES	60%	40%	00%

Table 3-6. the time allocated to written expression

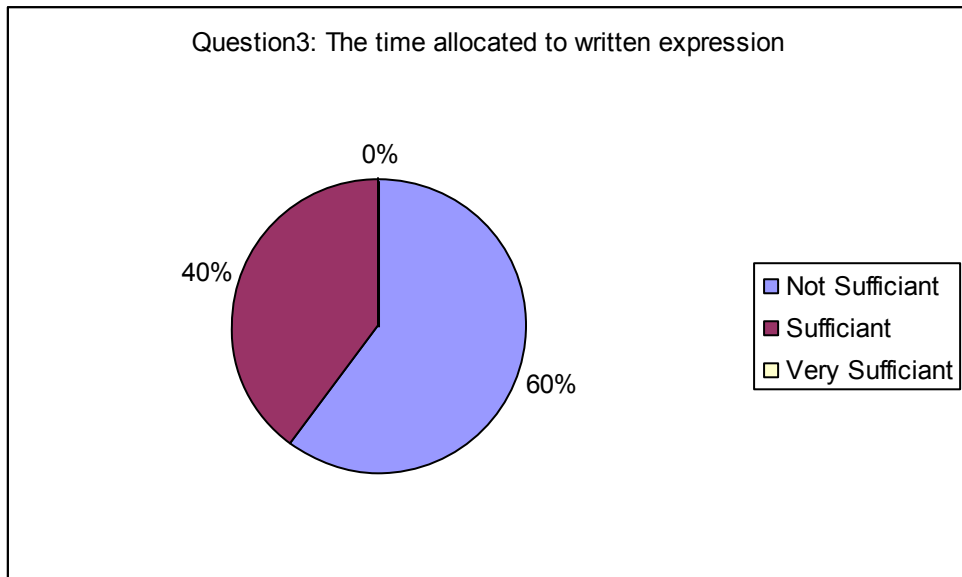


Figure 3-6. the time allocated to written expression.

Through the result, it is noticeable that 60% of teachers are not satisfied about the time allowed for written expression, unlike 40% of teachers who affirm that the time allocated for written expression is sufficient.

Question4: Do you give written assignments to your students

Options	YES	NO
Percentages	100%	00%

Table 3-7. written assignment.

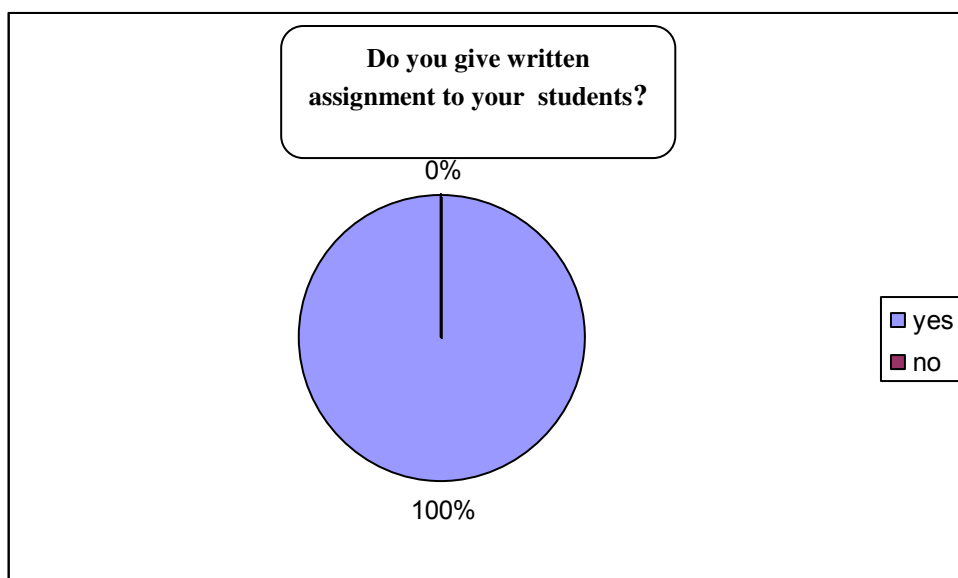


Figure 3-7. written assignment

All of teachers state that they give written assignment to their pupils either in the class or given as homework.

1- yes, I give

2- no, I don't give

Question5: Have you noticed that your pupils struggle to express themselves in achieving a pieces of writing?

Options	YES	NO
Percentages	100%	00%

Table 3-8.pupils issues in writing

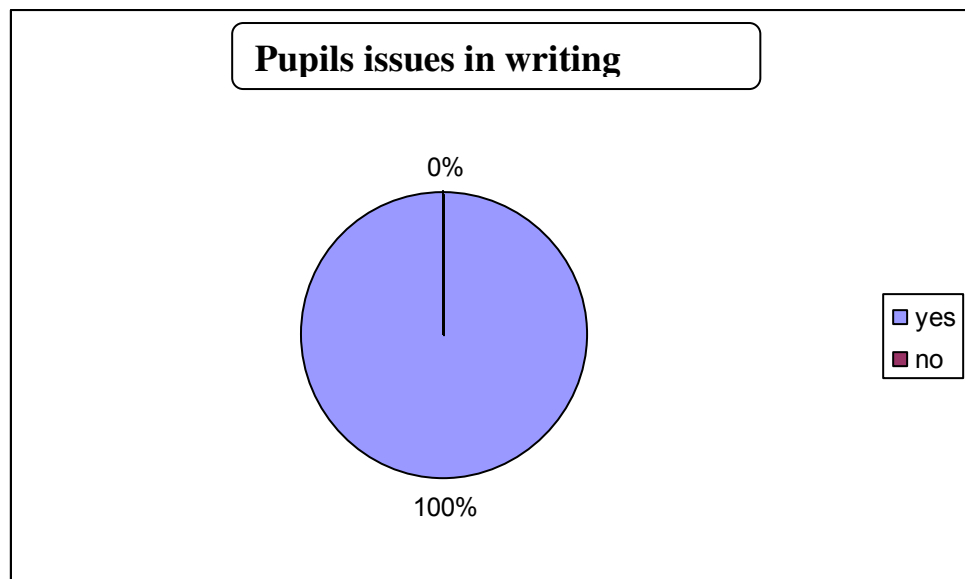


Figure 3-8. pupils issues in writing.

1- Yes, I have

2- no, have not

The finding reveal that all the teachers (100%) ensure that pupils face many difficulties when they attempt to write in English.

Question6: What are the difficulties do you face in teaching writing skill?

The majority of teachers claim that time limit has a big impact on the obstacles that they face in teachinf writing skill.

Section three:

Question1: Do third year students make a lot of errors in their writings?

Options	YES	NO
Percentages	100%	00%

Table 3.9 students' errors as a result of L1 interference

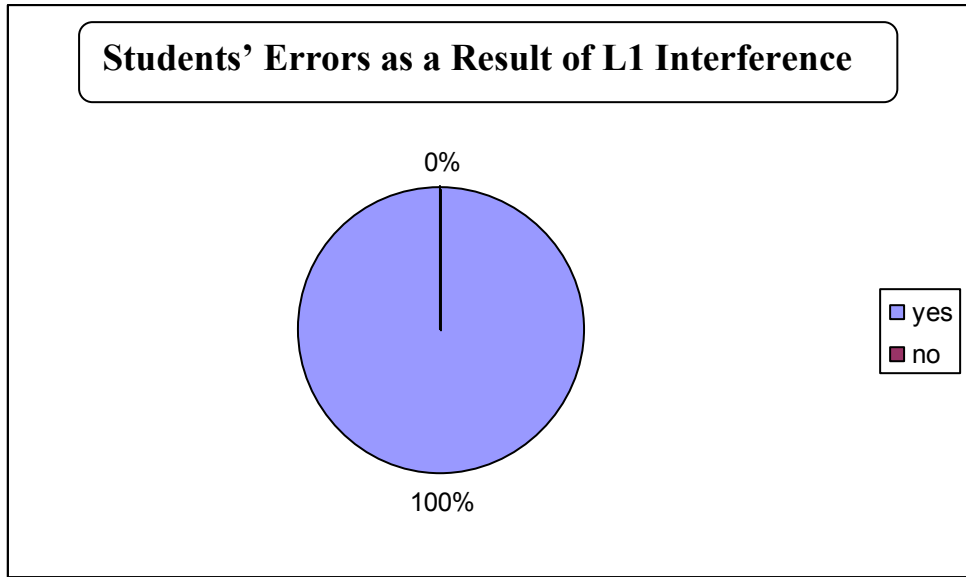


Figure 3-9. students' errors as a result of L1 interference.

1- Yes ,they do

2- No, they don't

It is obvious that all teachers choose the first choice, which affirm that third year middle school commit a lot of errors in their writing.

Question2: Do you think that these errors are recurrent because of L1 interference?

Options	YES	NO
Percentages	80%	20%

Table 3-10. teachers' opinions about the recurrence of L1 interference

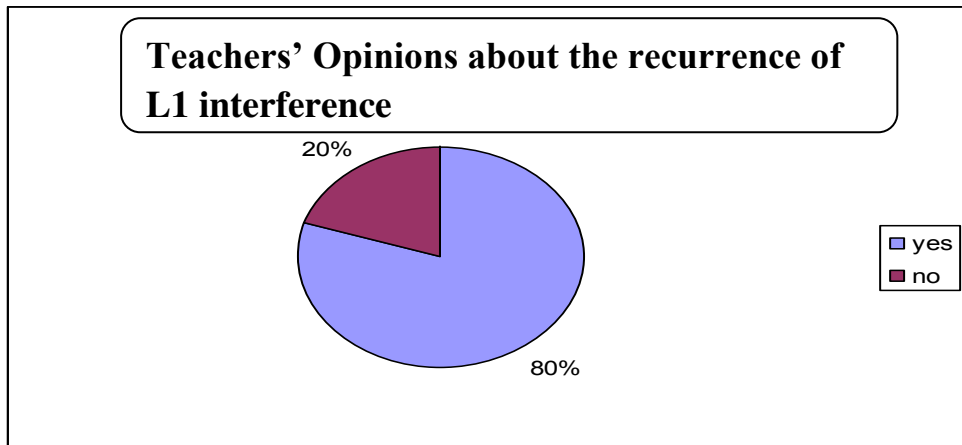


Figure3-10. teachers' opinions about the recurrence of L1 interference.

1- Yes, they do

2- No, the don't

The table above show that the majority of teachers (80%) agree upon the idea that these errors are recurrent because of L1 interference, while just 20% of teachers do not agree with this idea.

Question3: What type of errors do they make?

Options	number of teachers	Percentage
Grammatical errors	4	80%
Lexical errors	3	60%
Syntactic errors	1	20%
Morphological errors	2	40%

Table 3.11 students' types of errors

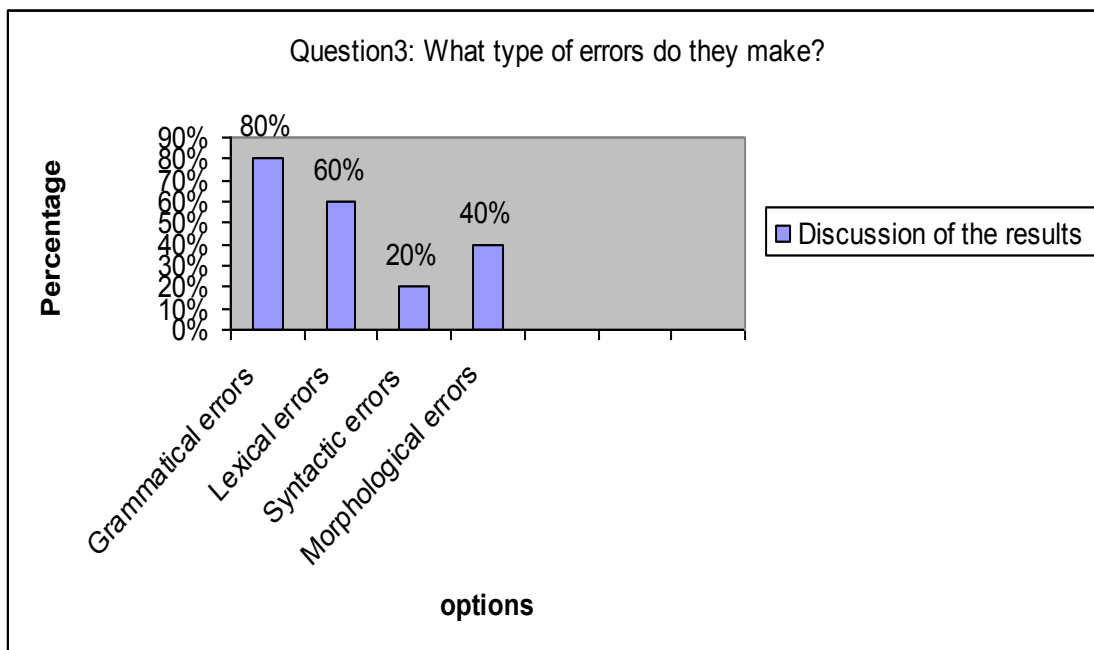


Figure 3-11. students' types of errors.

Question4: If your answer is grammatical errors, what kind of errors do they make?

Options	number of teachers	Percentage
Miss use of articles	5	100%
Miss use of preposition	3	60%
Miss use of adjectives and nouns	4	80%
Syntactic errors	2	40%
Wrong use of tenses	5	100%
Wrong use of singular and plural nouns	3	60%
Miss use of connectors	3	60%

Table 3-12. students' types of grammatical errors

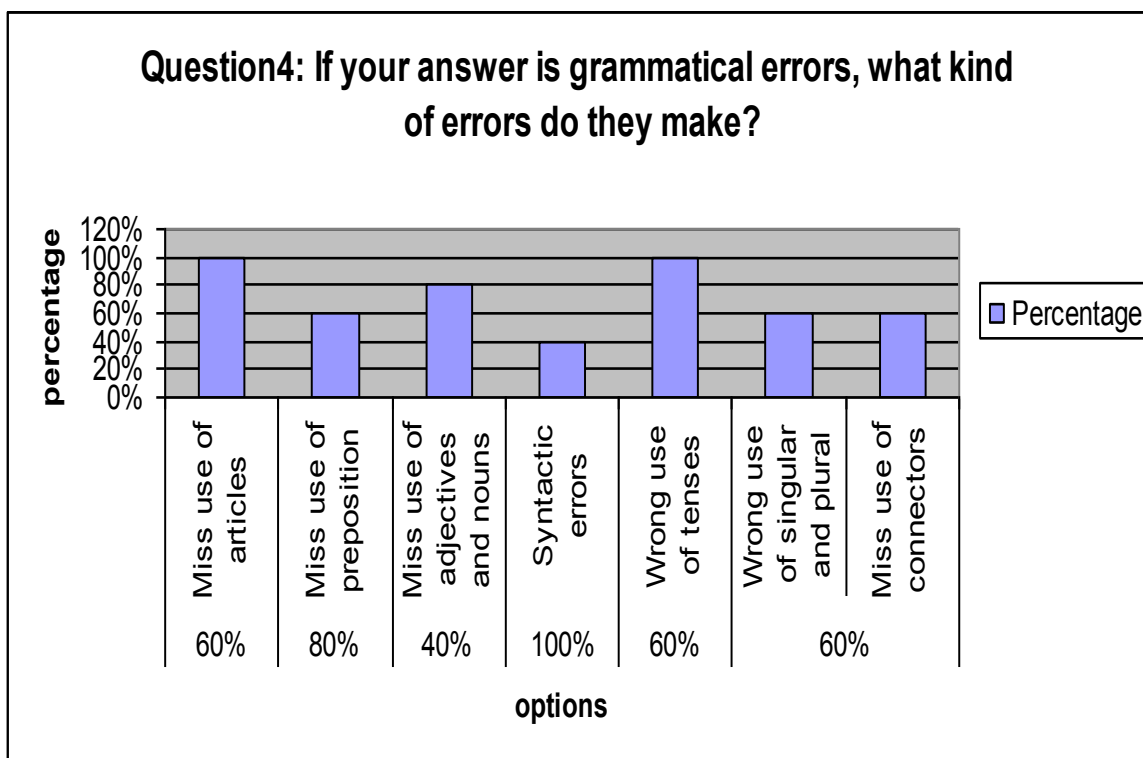


Figure 3-12. students' types of grammatical errors.

- Others, most of teachers ensure that pupils ensure that pupils do literal translation (word by word).

According to teachers' answers ,third year middle school students have many problems concerning English grammar, all of the teachers agree that miss use of articles and tenses is the main type of students' errors because of the complexity of English tenses in comparison with Arabic tenses. In addition to articles and tenses errors 80% of teachers have noticed that third year middle school pupils have serious problems in the use of adjectives and nouns. Moreover, 70% of them believed that students do not master the use of prepositions, singular and plural, connectors in their writing in English and they often mix up Arabic rules with English ones. Syntactic errors are also one of the types of errors that third year middle school pupils commit because 40% of the teachers have considered that students do not use the syntactic patterns appropriately when writing.

Question5: Do you think that these grammatical errors are because of their mother tongue (Arabic) interference?

Options	YES	NO
percentage	60%	40%

Table 3-13 teachers' opinions about grammatical errors.

1- Yes, I do

2- No, I don't

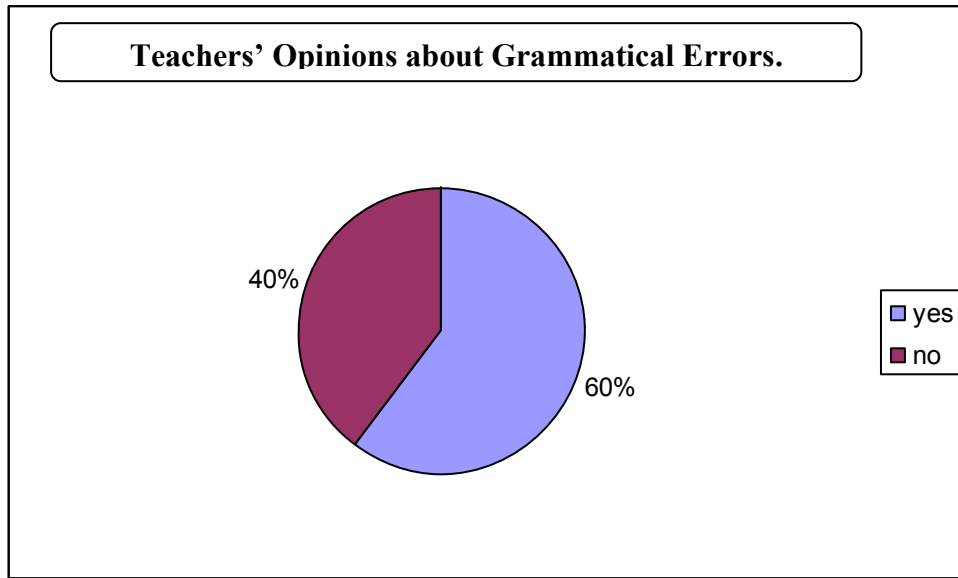


Figure 3-13. teachers' opinions about grammatical errors.

The results show that (60%) of students are with the idea that grammatical errors are due to first language interference. Thus, (40%) of teachers are against this idea.

Question6: Do you think that knowing the reasons behind these errors will make the teaching process easier for you?

OPTIONS	YES	NO
PERCENTAGES	80%	20%

Table 3.14 teachers' opinions.

1- Yes, I do

2- No, I don't

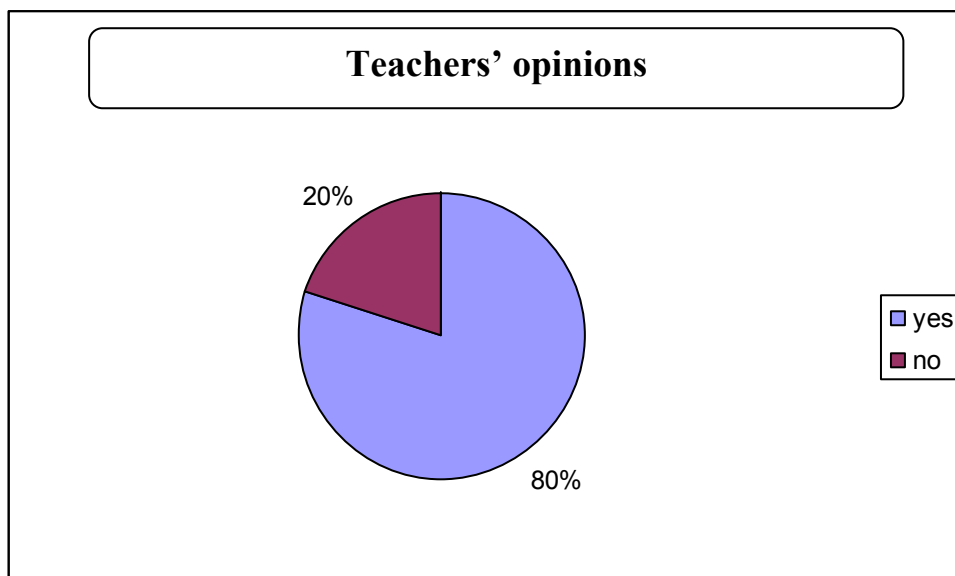


Figure 3-14. teachers' opinions

Most of teachers ensure that it is necessary for teachers to be aware and conscious about the reasons behind the various errors done by third year middle school pupils.

3-10. Summary of the findings:

The current results show that third year middle school pupils commit a number of grammatical errors including different types of errors. For instance, the misuse of articles and tenses, from the results given above we can deduce that students' first language interference affects the quality of their writing syntactically, morphologically and more importantly, grammatically. As it is obvious that middle school teachers notice this interference and its negative outcomes towards students' writings.

From what has been analysed, it is proved that students' first language interference is one of the main causes of pupils' low achievement in English.

3-11.Conclusion:

This chapter tend to analyse and discuss the results obtained , Although the rating processes showed that the participants ' essays included different types of grammatical errors , the interlingual errors were the most serious and frequent ones. This is shown by their high frequency and the results of the their percentage . According to teachers' answers, the most frequent errors in pupilq writing are syntactic and grammatical errors. Hence, there are many reasons for these grammatical errors, the main one is first language interference.

To conclude, it is very important to draw students'' attention to the difference between Arabic structure and English structure where the errors are recurrent.

Chapter four

Chapter four : recommendations and suggestions

4-0.Introduction:

After describing, mentioning and analyzing all the different aspects and issues that are related to the study, this chapter seek to provide some suggestions and recommendations to English middle school teachers that may be effective and useful in teaching the writing skill in general and to teach them how to learn English language and its grammatical rules in an independent way without referring to the native language.

Enhancing student's proficiency in writing requires many procedures and efforts that should be done by both teachers and students:

4-1:Suggested implications for improving writing skill:

First of all, Error analysis plays a great role in drawing a picture of learners' learning strategies and it is not used to eliminate or even reduce the student's errors. By contrast its focal point is to help teachers adjust their teaching method and comprehend their students' learning strategies; yet, mistake can be seen as source of knowledge not as a factor of frustration if teachers' wisdom can be practiced in situations that guide the students, The following recommendations are addressed to teachers in which it suggests several ways to deal with students' mistakes.

1. teachers should change their wrong myth about errors because it is the guider of the teacher since it identifies the problematic areas of headline language et different levels of instruction .moreover, it should be considered as an effective way that diagnose student's issues in learning a foreign language as it is stated by Fallahi's (1991), "error analysis is a clue for the teacher to pinpoint the learning problems which can hardly be predicted by contrastive analysis"(p.25).

2. errors enable teachers to become more aware about what works and what does not work with their teaching techniques and give them the opportunity to adopt the inadequate parts of the syllabus that have been taught or learnt and need remedy work, in addition to that teachers should enhance the number of assignments and home works even if students are going to search for ready made woks, this will be effective too since the students are going to read the target context and rewrite it down, and if teachers encourage students to write any thing about themselves in english whatever the subject is: daily routine, short story,

plan.... It will be great. the more they write the more they become familiar with English writing conventions and the more they could be able to apply English grammatical rules.

3. errors can indicate the teachers to the weaknesses of their students, therefore, it is preferable for teachers to use three correction strategies which are as follows: students' self correction, this type of correction enables the student to practice a kind of autonomous learning by correcting him/herself, then there is a peer correction where students are supposed to correct each other's work. Finally, teachers' correction which should be the final phase in error correction. In addition, errors should be corrected in an indirect way "implicitly", they ought not to frustrate or embarrass students by correcting every error. Moreover, teachers should correct high frequency errors. They need to know when and how to correct the students' errors and their feedback should be carried out more often and any error made should be corrected by the teacher without any intimidation.

4. another technique that should be taken into consideration is that students should present the stylistic, lexical, and grammatical differences between the native and the target language. (Mason and Hatel.2005), As "most humans' brains are pattern-seekers" (Lawry, n.d.p. 3), it is useful to provide students with rules and patterns when explaining grammar. For instance, "Use" should precede "usage". In this case, second or foreign language learners' sensitivity and awareness of these differences will be raised, and that might help students reduce their interference errors.

5. if students are confronted with a well-defined essay writing rules (from the thesis statement, introduction, conclusion, transition words, etc.) they will become more familiar with the writing skill and in fact their errors will reduce.

6. team work can be an effective technique to encourage students to practice together to develop their writing style, they will have also the chance to speak English language with each other rather than Arabic, Teachers need to check that students are using English as a means of communication in their group work

7. Through such an understanding between teachers and students, when teaching writing, it is hoped that the students will be able to overcome their test anxiety as teachers should look for ways to help students learn how to express themselves in a clear way and how to make their ideas well organized since writing should be tidy, correct, and well formed.

8. Teachers should come up with teaching methods that are interactive to ensure that students are given an opportunity to interact with each other in English so that students can have good communication skills.

Reading is another effective approach to enhance students' efficiency in writing since reading and writing skills are interrelated, students should be encouraged to read different

works in English language because reading a lot enables them to be familiar with

English vocabulary and with the correct use of English rules that good writers employ in their written products.

9. Each student should major in his/her success by individual realistic goals, these goals should be attainable by the student to enable him to write. And students should not compare their level of writing to those who have better grasp of the art or think that their ability of writing in native language must be equal to their ability of writing in English language.

10. After determining the students' needs, teachers may plan some mini-lessons for the class in order to give some specific information that supports the learning or the unit of the study. Hence, teachers should select the method of teaching, the writing activities should be simple and predictable so that students can be active and playful because Supporting and Managing the Writing Process is another essential issue that teachers should take into consideration when teaching writing.

11. It is true that making our students better writers is not only by focusing merely on grammar and sentence structure. However, they should do some writing activities that focus on how to introduce, explore and assess elements such as grammar and sentence structure in addition to that students need to practice more the English rules in order to internalize them and to be able to use them correctly whenever they are asked to write in English.

12. Teachers' feedback is another important issue in teaching writing, as much as students need the opportunity to write, teachers also need the opportunity to respond to that writing. Moreover, teachers' feedback can be done through several ways; teachers can respond to students in a written way or simply orally through personal conversation, these writing

rubrics are significant because students need to know how their work will be evaluated and assessed.

13. Students should develop reading as a hobby and good habit because reading improve writing, teachers should encourage their students to read short stories and summarize them at the end as an assignment, teacher should also teach their students to read with alertness and critical mind.

14. it is for sure that the native language plays a significant role in the writing of another language especially if this language is totally different from the native language, more specifically in foreign-language learning situations where the learners’ exposure to the target language is confined to a few hours per week of classroom instruction.

15. Knowing the difference Between L1 and English make learners more aware about the interference of their first language in the production of their foreign language, and this in fact will sharpen their attention of the fact that they can not apply what is in their native language to the target language.

Furthermore, when attempting to teach grammar to beginners , teachers should highlight the grammatical differences that exist between English and Arabic to make students aware of these differences and not to mix up the use of them.

16. another duty of teachers is explaining to his/her students that “the simplest, the better” in other words, simple, direct and non-redundant sentences are more preferred than complicated ones. Student should ensure cohesion and clarity of their sentences in order to avoid redundancy in writing. (Egyptian Forum, 2009)

17. more importantly, using Arabic language as an example to facilitate an instruction or task is not a taboo in teaching English to Arabic-speaking learners. For instance, teachers can ask students how they use a rule in Arabic this can be seen as a kind of showing respect and acknowledgement to students’ native language.

14. It is common knowledge that motivation is the longest and the most important step in the process of teaching writing. It is described as being parent to a baby that has taken a first step in which it brings screams and claps of happiness even though the step is not perfect, the positive reaction of the parents towards their baby push him/her to move to the next step. Just like a positive reaction to the teacher who encourages students to go a step

further. Hence, student will unconsciously gain courage. According to Krashen (1982), learning takes place only when we teach, therefore each writing task should be set at a level higher than the previous one. Thus with each task students will build confidence and become motivated to move on to the next step. Haifa Al-Buainain - Qatar University Page
These tasks allow students to reduce their anxiety and shift systematically toward the final goal of success.

15. thanks to motivation, anxiety and fear will have been changed by courage and students will feel the need the impression of showing their abilities and capacities, it takes students gradually toward higher achievement and self-confidence. In addition, students will have gained a false conception of courage if students have been pushed towards inappropriate goals and this will come up with disappointment to both teachers and students. however, through practice and time students will reach the final goal when they will have the necessary courage to write their final essay.

16. teachers should draw a clear distinction between instructional goals and objectives. objectives are aims in general they are established according to learners' needs There are always various purposes as well as different audiences. A good course plan helps the teacher puts his/her goals for the year into action.

17. individual variations should be considered by teachers; in other words, it is impossible that all the students writes at the same level, there are more able, able and less able students. Teachers should not forget that their students are not unique or identical they have to respect individual variation as well as meeting their level of ability to move them forward.

18. it is significant for teachers to create a good atmosphere that support and encourage students to feel at ease when taking risks so as a community of writers who interact with each other will grow up since interaction is essential during writing workshop. When the teacher can play interactive roles and builds scaffolds when needed as allowing time for students to comprehend what can be done in a writing process workshop from classroom structure to instructional activities. (the teacher is a part of this community)(<http://www.learner.org>.)

19. writing and technology:

nowadays, writing and technology become interrelated areas of study, the relationship between rhetoric, technology and pedagogy was studied by many articles and

books . using different activities and strategies to enhance students' writing such as keeping journal, get a pen-friend, keeping copies of every thing that is written, using word processor....ect will be effective to enhance students' writing (refer to Ellis and Sinclair 1991: 106).

Therefore, using computers in teaching writing becomes a well known technique As Cook (cited in King: 1997:2) suggests "there's more to computer technology than simply word processing software, and if you're not using it, you're missing out on some exciting and valuable ways of teaching writing." hence, using computers in teaching writing can be achieved through many ways: . word processing for writing and revising, e-mail for peer response, journal writing, online class discussion, and communication (King op. cit); moreover, Belisle (1996) listed different email writing activities from which his students (Japanese English majors) benefited(p.1).

20. Internet resources are also extremely valuable especially that many of our students are using the Internet. Tennant (2001) listed a number of online resources that are available. However, teachers are required to spend a great amount of time for cheking,marking and giving feedback to their students.yet, students should have information about each student's individual writing issues and this is not at all an easy task.

21. There is no doubt that if schools will be equipped with enough periodicals and magazines on many subjets of interest with various levels , it will contribute to the increase of a love for reading.

As it will be beneficial to ask writing teachers' opinions in order to exchange thought and ideas about learners as well as teachers.

22. first language interference should be taken into consideration by education policy makers because it hinders our future EFL and does not give them the chance to become professional writers. All the cooperative efforts including language academies, universities ,linguists,university professors,translators and the instructors of English language to find solution to this problem.

23. enhancing students' proficiency in writing through creative drama activities:

The first years are not only significant for an individual to learn how to write but also to improve their writing skills and attitudes toward writing. That is to say, teaching writing should go beyond teaching the accuracy of words and sentences. Hence, Through use of

creative drama students can actively participate in the learning process and they can discover their skills and creativity as well.

24.using digital storytelling to enhance writing skill:

It is believed that students who face obstacles in writing are not strategic writers; yet, digital storytelling may help students to become strategic writers since it seeks to decrease areas of weaknesses in the issues of spelling, punctuation and handwriting. moreover, DST show student the way to realize reasonable and sequential flow of ideas.

As it is obvious that when students write they think and DST teach students critical thinking and to have critical mind.hence, by including students in multimedia process digital storytelling not only motivate unsuccessful students but also makes them develop from bad writers to good writers (Sylvester & Greenidge, 2009).

Furthermore, students discover their lives in both a strange and familiar environment (Saunders, 2014).

A variety of studies on the use of digital storytelling in writing instruction revealed that digital storytelling motivate students to write more explicitly with details and explanations and increases the numbers of total words, exact sentences and correct words (Xin, 2013).

The traditional view of writing performance which is based on paper and pen has been also changing sharply. Some of these changes are authoring multimedia which includes writing in e-journals, writing in blogs and expanding audience through internet, etc. Digital storytelling as one of the multimedia tools has been used increasingly in the writing instruction.

25.Motivating students with digital storytelling:

The traditional classroom setting was a kind of demotivation for students but with the digital storytelling students' willingness and ambition in the participation of the writing activities increase as it encourage students to be active participants in the steps of writing process.

Before the procedures, some students feel bored when answering or writing their assignments but with the new design of digital storytelling students show their enthusiasm to contribute in the writing process According to Garvie 1990 “ stories are powerful means of language teaching.a skillful teacher can use story to develop more efficient listening,more fluent speaking and the ability to read and write easily and completely” .

The analysis of students' essays revealed that they do not commit grammatical

errors only in their writing but also lexical errors which could be a very interesting research project in the future.

26. writing skill can be improved through funny and entertainment activities based on digital storytelling each activity focuses on a particular area of difficulty: punctuation, spelling, grammar..ect

27. from teachers' questioners, many teachers claimed that the time that is designed for written expression is very limited as they are obliged to finish the syllabus from this point of view it will be better if higher authorities add an extra time just for written expression to allow teachers give the required knowledge and skills to the students.

28. from the analysis of students' essays, the results reveals that there are other types of committed errors not just grammatical errors like lexical errors which could be an interested research in the future.

29. errors can be considered as a means of feed back that show the teachers how effective they are in their pedagogical methodology as it can measure teachers' objectives if they are achieved or not.

30. It is suggested to use brief lessons, rather than extensive grammar presentations. The lessons should be based on the students' need, some complicated rules of the language, or untreatable errors selected from the students' frequent errors.

The following samples present a collection of activities that teacher can opt for as technique to enhance students' proficiency of writing

1/ activity one:

Write the number to sequence the story.



A baker is mixing the cookie batter.

1



The cookies are ready.

4



He is placing the tray into the oven.

3



Kids are eating the cookies.

5



He is filling the mould with the batter.

2

Figure 4-1.enhancing students' writing skill


This activity is designed for beginners, where students are going to guess which part is going to be the first, second and so on. The purpose behind this activity is to stimulate students to think logically and make them practice how to organize their ideas chronologically in a coherent way. Furthermore, this activity can help students think critically and logically.

Activity two:


Name _____

Cook Up a Story!

Narrative writing: imaginative (W.K.3; W.1.3)



Publish finished masterpieces in a Classbook.
Visit studenttreasures.com



Characters	
Setting	
Problem	Solution

Figure4-2 enhancing students' writing skill

In the presented activity students are going to create and imagine a story in which they are going to suggest characters, the situation, the problem and provide solution. The aim behind this story is to let the student enlarge his vocabulary background and learn how

To write unconsciously.

SECTION C/QUESTION 3 ~ SET 2

PRACTICE 2.1

<p>-- father - 40th birthday - surprised - party</p>	<p>baked - cake - helped - decorations - presents</p>	<p>- receive - mother's - biggest - hugged - memorable day</p>

Read and underline the best answer.

Last Sunday, my family and I (**celebrated , celebrating**) my father`s 40th birthday. We (**arranged , enjoyed**) a surprised birthday party for him. My mother (**cooked , baked**) a big chocolate cake. I (**helped , helping**) my mother to do the decorations. We (**buy , bought**) some presents for him. My father (**were, was**) very happy to (**received , receive**) many presents. My mother`s (**present , prize**) was the biggest. My father hugged us happily. It (**was , were**) a memorable day for my father. He (**was , were**) as happy as a king.



Figure 4-4. enhancing students' writing skill

This activity presents a kind of storytelling activities that focus merely in all aspects of writing .for instance, it includes grammar tenses, spelling and vocabulary, if students practice these types of activities regularly they won't have problems when writing.

Name _____ Writing starters (W.2.1-3; W.3.1-3)

Ways to Start an Opinion Writing Piece

- If you ask me,
- In my opinion,
- I don't know about you, but I think
- As I understand it,

Ways to Start Informational Writing (report)

- Ask the reader a question about your topic.
Did you know that the United States has more tornadoes than any other place on Earth?
- Give the reader an interesting fact.
Believe it or not the life cycle of a fruit fly is only about 25 days!

Ways to Start a Narrative (story)

- Give details about the first setting.
Gary's tree house sat on a big branch of an old oak tree. There was an opening for a door at the top of the ladder and one small window.
- Share an exciting event.
Bowl Gobby the cat ran into the cookie jar Smash! The cookie jar hit the Poon Digger the dog gobbled up the sweets. It was just the right time for Gobby to make a break for it. First...

Figure 4.5 enhancing students' writing skill

In addition to the various activities provided below this kind of worksheets can be done to students as a support of their writings when attempting to write any type of essay..ect.

4-2:Conclusion:

In nutshell, making mistakes while learning any new skill is something natural as it is part of using the best of talents and potentials to reach a good level of professionalism. it is worth quoting Von Humboldt's speech, “We cannot really teach language, we can only create conditions in which it will develop spontaneously”

Certainly,the above recommendations are not identical. Some of these implications could be suitable for some learners and not for the others. This depends on many different factors; for example, the learning environment, the learners themselves, the teachers, etc.

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APPENDICES

Teachers 'Questionnaire

Dear teachers,

This dissertation is concerned with some factors that hinder students' achievement in writing. The data collected will be used for the sole purpose of my research in The Effect of the EFL learners' first language on their writings. Hence, the purpose behind this study is to identify and analyze the different errors that can be produced because of L1 Interference. As well as collecting data aiming at investigating the main reasons that push third year middle school to commit such when writing in English .

For that purpose, we would be so grateful if you could answer the following questions by ticking the appropriate box and making full statements.

Thank you in advance for your cooperation.

Section one: Teacher's Opinions towards L1 Interference

1- Do you agree with the idea that one of the main causes of student's low achievement in English writings is L1 Interference?

Yes

No

2- According to you, being aware about the effect of L1 interference in EFL learning is:

not important

important

very important

Section two: Writing Skill

1- Do your learners achieve a satisfactory achievements in the writing skill ?

a. Yes

b. No

- Whatever you provide, please explain.

.....

.....

.....

.....

2- Good writing means: (you can tick more than one box)

a. Correct Grammar

b. Good Ideas

c. Specific Vocabulary

d. Spelling/ Punctuation

e. Clarity, coherence, and cohesion

f. All of them

g. Others, please specify.....
.....
.....
.....

3- The time allocated to written expression is:

a. not sufficient

b. Sufficient

c. very sufficient

b. Sufficient

4- Do you give written assignments to your students?

a. Yes

b. No

5- Have you noticed that your pupils struggle to express themselves in achieving a pieces of writing ?

YES

NO

6- What are the difficulties do you face in teaching writing skill?

.....
.....
.....
.....
.....

Section three: Students' Errors as a Result of L1 Interference

1. Do third year students make a lot of errors in in their writings?

a. Yes

b. No

2- Do you think that these errors are recurrent because of L1 interference?

YES

NO

3- What type of errors do they make?

a. grammatical errors

c. lexical errors

d. syntactic errors

e. morphological errors

4- If your answer is grammatical errors, what kind of errors do they make?

- Misuse of prepositions.

- Misuse of article

- Misuse of adjectives.

- Syntactic errors.

- Wrong use of tenses.

- Misuse of connectors

- Wrong use of singular and plural forms.

- Others:.....

.....

.....

.....

5- Do you think that these grammatical errors are because of their mother tongue (Arabic) interference?

Yes

No

6- Do you think that knowing the reasons behind these error will make the teaching process easier for you?

Yes

No

Students' essays:

Paragraph one : more able student

I live in country of saida, it was so beautiful in the past, yet my city is pollution because the man is through and the consequences is disaster for animals and pollution of the city and the water.

You must protect your environment because it essential

Paragraph two: able student

Pollution is catastrophe naturel and is one serious environmental, the causes of pollution it is the people have thrown the rubbish and the second cause is the waste of factories. The pollution consequence disaster for animals and species and pollution of air, rivers and oceans.

Paragraph three: less able student

Hi, I lives in saida and My cities is the most serious environmental problems and is have pollution water and through in the water , people must not be pollute environment, cause pollution change weather. Pollution is the problem big for environment and danger for people, It has not good result in the life.

Classroom observation

The researcher opts for observation as research tool to confirm the suggested hypotheses , the observation was organized in a form of checklist, in addition; all the mentioned elements above were carefully observed and checked.

Name of the observer : BOUARARA SIHEM

Time: 15 hours

Place of observation: middle school kuidri kada

General information :

The observed class was third year (3ms1) which consist of 31 pupils, it is homogenous class where the observer observes that student levels vary from very able , able and the less able students.

The class was organized in terms of the setting and the atmosphere was good in general.

Teacher's feedback

Teacher's presentation of the lesson:

Before presentation:

The teacher starts every lesson by a warming up to make her students engaged and do games, video to wake them up.

during presentation:

the teacher starts his presentation with the help of images, video or simply with examples written in the board, she generally use the technique of " bottom –up" in other words, she starts her lesson by the easy to the most difficult step, to make the pupil comprehend and understand the incomes appropriately.

Further more, the teacher switch from the target language to the native language since the learners are still beginners and they need further explanation; hence, when attempting to teach some thing that is related to written expression such as how to express advice, obligation, or negation, students find difficulties to differenciate between the target language and the native language.

Offer the presentation: teacher give the students various tasks based on the lesson presentation.